

KENDRIYA VIDYALAYA SANGATHAN

ERNAKULAM REGION



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

**STUDENT SUPPORT
MATERIAL**

CLASS XI

ENGLISH CORE

SESSION 2022 – 23

STUDENT SUPPORT MATERIAL

INSPIRATION



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MESSAGE FROM DEPUTY COMMISSIONER

It gives me immense pleasure to publish the study material for class XII English Core. I am sure that the support material will definitely be of great help to the class XII students of all Kendriya Vidyalayas of our region.

This Students' Support Material has been prepared to improve their academic performance. This is a product of the combined efforts of a team of dedicated and experienced teachers with expertise in their subjects. This material is designed to supplement the NCEERT text book.

The Support Material contains all the important aspects required by the students. Care has been taken to include the latest syllabus, summary of all the chapters, important questions, Sample question papers, passages for reading and case-based passages. It covers all essential components that are required for quick and effective revision of the subject.

I would like to express my sincere gratitude to the in-charge Principal and all the teachers who have persistently striven for the preparation of this study material. Their selfless contribution in making this project successful is commendable.

"An ounce of practice is worth tons of knowledge", students will make use of this material meticulously to reap the best out of this effort.

With Best Wishes


(R SENTHIL KUMAR)
DEPUTY COMMISSIONER

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**ENGLISH (CORE)-301
RATIONALISED CURRICULUM**

ENGLISH (CORE)

**Code No. 301
(2022-23)**

Background

Students are expected to have acquired a reasonable degree of language proficiency in English Language by the time they come to class XI, and the course aims, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. But for another large group, the higher secondary stage may be a preparation for entry into the professional domain. The Core Course should cater to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Competencies to be focused on:

The general objectives at this stage are to:

- listen and comprehend live as well as record in writing oral presentations on a variety of topics
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics
- perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts) understand and respond to lectures, speeches, etc.
- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes

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- make use of contextual clues to infer meanings of unfamiliar vocabulary
- select, compile and collate information for an oral presentation
- produce unified paragraphs with adequate details and support
- use grammatical structures accurately and appropriately
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.
- filling up of forms, preparing CV, e-mail messages., making notes from referencematerials, recorded talks etc.

The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- The use of passive forms in scientific and innovative writings.
- Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries- uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's purpose and tone
- comprehend the difference between the literal and the figurative
- differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text.
- Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text.

Develop literary skills as enumerated below:

- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama. Identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

Specific Objectives of Listening & Speaking

Students are expected to develop the ability to:

- take organized notes on lectures, talks and listening passages
- listen to news bulletins and to develop the ability to discuss informally a wideranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions.
- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad.
- listen to business news and to be able to extract relevant important information.
- to develop public speaking skills.

C. Specific Objectives of Writing

The students will be able to:

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks. To fill in railway/airline reservation forms.
- draft notices, advertisements and design posters effectively and appropriately
- write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.
- write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures
- draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

D. More About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn. If our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review / dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors
- Extrapolating about the story read or life of characters after the story ends defending characters actions in the story
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author
- Holding a literature fest where students role-play as various characters to interact with each other
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme
- Creating graphic novels out of novel or short stories they read
- Dramatizing incidents from a novel or a story
- Creating their own stories
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary. Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, although many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.

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**Section A
Reading Skills**

Reading Comprehension through Unseen Passage **18 Marks**

I. One unseen passage to assess comprehension, interpretation inference and vocabulary. The passage may be factual, descriptive or literary.

II. One unseen case-based passage with verbal/visual inputs like statistical data, charts etc.

Note: The combined word limit for both the passages will be 600-750.

Multiple Choice Questions / Objective Type Questions will be asked. **(10+8 = 18 Marks)**

III. Note Making and Summarization based on a passage of approximately 200-250 words.

- | | | |
|-----|----------------------------|----------------|
| i. | Note Making: | 5 Marks |
| | o Title: | 1 |
| | o Numbering and indenting: | 1 |
| | o Key/glossary: | 1 |
| | o Notes: | 2 |
| ii. | Summary (up to 50 words): | 3 Marks |
| | o Content: | 2 |
| | o Expression: | 1 |

Section B

IV. Grammar **7 Marks**

- i. Questions on Gap filling (Tenses, Clauses)
- ii. Questions on re-ordering/transformation of sentences

(Total seven questions to be done out of the eight given).

V. Creative Writing Skills **16 Marks**

- i. Short writing task – Classified Advertisements up to 50 words. One out of the two given questions to be answered (**3 Marks**: Format : 1 / Content : 1 / Expression : 1)

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- ii. Short writing task –Poster up to 50 words. One out of the two given questions to be answered.(3marks:Format : 1 / Content : 1 / Expression : 1)
- iii. Writing a Speech in 120-150 words based on verbal / visual cues related to some contemporary / age-appropriate topic.
- iv. Writing a Debate based on visual/verbal inputs in 120-150 words. The theme should be contemporary topical issues. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

Section C

This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, analysis, interpretation and extrapolation beyond the text.

VI. Reference to the Context

- i. One Poetry extract out of two from the book **Hornbill** to assess comprehension, interpretation, analysis and appreciation. (3x1=3 Marks)
- ii. One Prose extract out of two from the book **Hornbill** to assess comprehension, interpretation, analysis and appreciation. (3x1=3 Marks)
- iii. One prose extract out of two from the book **Snapshots** to assess comprehension, interpretation and analysis. (4x1=4 Marks)

VII. Two Short answer type question (one from Prose and one from Poetry from the book **Hornbill**), out of four, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. (3x2=6 Marks)

VIII. One Short answer type question, from the book **Snapshots**, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. Any 1 out of 2 questions to be done. (3x1=3 Marks)

IX. One Long answer type question, from **Prose/Poetry Hornbill**, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from student. Any 1 out of 2 questions to be done. (1x6=6 Marks)

X. One Long answer type question, based on the chapters from the book **Snapshots** to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. (1x6=6 Marks)

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Prescribed Books

1. **Hornbill:** English Reader published by National Council of Education Research and Training, New Delhi

- The Portrait of a Lady (Prose)
- A Photograph (Poem)
- “We’re Not Afraid to Die... if we can be together
- Discovering Tut: the Saga Continues
- The Laburnum Top (Poem)
- The Voice of the Rain (Poem)
- Childhood (Poem)
- The Adventure
- Silk Road (Prose)
- Father to Son

2. **Snapshots:** Supplementary Reader published by National Council of Education Research and Training, New Delhi

- The Summer of the Beautiful White Horse (Prose)
- The Address (Prose)
- Mother’s Day (Play)
- Birth (Prose)
- The Tale of Melon City

INTERNAL ASSESSMENT

Assessment of Listening Skills - 05 marks.
Assessment of Speaking Skills – 05 Marks
Project Work - 10 Marks

ENGLISH CORE CLASS XI 2022 - 23**Question Paper Design 2022-23 English****CORE XI (Code No. 301)**

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	26
Creative Writing Skills	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	23
Literature Text Books and Supplementary Reading Texts	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency, Critical Thinking.	31
	TOTAL	80
	Assessment of Listening and Speaking Skills	10
	Internal Assessment <ul style="list-style-type: none">• Listening• Speaking• Project Work	5 5 10
	GRAND TOTAL	100

SECTION A READING SKILLS

Reading is a skill that can be acquired. Anyone can learn to read better and faster and thereby comprehend in lesser time. Rather than concentrating on words on the page, look for the main ideas, follow the main thread of the ideas consciously at a fast pace. Try to comprehend the overall organisation of the passage in terms of the development of thought. Don't get side tracked by minor details or examples.

The following points should be kept in mind and carefully noted while attempting the questions on comprehension:

1. Do not be panicky seeing a long passage.
2. Go through the passage carefully and try to get a general idea of the subject the passage deals with.
3. Second reading would certainly better your understanding. So do it.
4. Some difficult words may scare you but do not lose heart. Make a guess and try to relate them to the preceding and the following sentences.
5. Read the questions asked very carefully.
6. Underline the relevant parts of the passage which can give the answers.
7. Answer to the point.
8. Use simple and your own language. Do not give your comments. You are to display your comprehension and not knowledge.
9. If there is no way out, use words from the passage. Wrong words, if used, will send wrong signals.
10. If you are asked to give a title or heading to the passage, keep in mind the following clues:
:a) Title is hidden either in the beginning or in the ending lines of the passage.
b) First letter of each word in the title should be capital letter.
c) Title should give the main idea of the passage.
d) Title should be small and brief

Factual /Descriptive/Literary Passages (10 marks)

Read the following passages carefully and answer the questions that follows

All questions will be objective/MC Questions.

Factual/Descriptive

Comprehension Passage 1

10marks

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education.

Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgement and wisdom, and is something broader than the societal Institution of

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education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in “The Republic” (his most important work on philosophy and political theory, written around 360 B.C). In it, he advocates some rather extreme methods: removing children from their mothers’ care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not disturbed genetically and thus is found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates’ emphasis on questioning his listeners to bring out their own ideas. He emphasised the practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his artwork “De Magistro”. Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533-1592) was one of the first to critically look at education. Unusually for his first time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers.

1. What is the difference between the approaches of Socrates and Aristotle?
 - a) Aristotle felt the need for rote-learning: Socrates emphasised on dialogic learning.
 - b) There was no difference.
 - c) Aristotle emphasised on the importance of paying attention to human nature; Socrates emphasised upon science.
 - d) Aristotle felt the need for repetition to develop good habits in students; Socrates felt the need to be constantly questioned.

2. Why do educationists consider philosophy a ‘weak and woolly’ field?
 - a) It is not practically applicable.
 - b) Its theoretical concepts are easily understood.
 - c) Its is

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- irrelevant for education . d) None of the above
3. The term 'Perennialism', in the context of the given comprehension passage refers to something__.
- a) Which is quite unnecessary . b) Which is of ceaseless importance c) Which is abstract and theoretical d) Which is existed in the past and no longer exists now.
4. Were Plato's beliefs about education democratic?
- a) He believed that only the rich have the right b) He believed people are democratic c) He believed that only a select few are meant to attend schools d) He believed that all pupils are not talented.
5. Why did Aquinas propose a model of education which did not lay much emphasis on facts?
- a) Facts are not important. b) Facts do not lead to holistic education c) Facts change with the changing times d) Facts are frozen in time.
6. During which period was the education system focused on Religious nature ? a) Ancient period b) Medieval period c) Modern times d) None of the above
7. During which period there was a shift from conventional education system? a) Aristotle period b) 360 B.C c) 1533-1592 d) Medieval period
8. Which philosopher had felt that a blend of the theory and practical could be a better education for mankind?
- a) Plato b) Aristotle c) De Magistro d) Michel de Montaigne
9. Find a word from passage (last para) which means ' a person who questions or doubts accepted opinions'
10. Find a word from para 2 which means ' vague or confused in expression'

Answerkey

1. d. Aristotle felt the need for repetition to develop good habits in students; Socrates felt the need to be constantly questioned.
2. a. It is not practically applicable.
3. c. Which is of ceaseless importance

4. b. He believed people are democratic

5. c. Facts change with the changing times

6. b. Medieval

period 7. c. 1533-

1592

8. b. Aristotle

9. Skeptic

10. woolly

Comprehension Passage 2

10 marks

1. Delhi tried very hard but it wasn't enough. In the run-up to D-Day, the sound of firecrackers had not been heard. The Supreme Court ban on sales had made procuring them difficult, but many people, including school children, had resolved to buck tradition for clean air. And till 7 pm on Diwali, most neighbourhoods were quiet. Around that time the first sound of firecrackers going off was heard, and gradually it rose to a crescendo. But it was nowhere near the blitzkrieg of the past, not even half of that. And well before midnight, it was all over.
2. The bad news broke at dawn. It was a visibly smoggy morning. Air pollution levels had peaked to "severe" on Diwali night and remained dangerously high till Friday afternoon as reflected in the real-time monitoring data of Central Pollution Control Board (CPCB) and Delhi Pollution Control Committee (DPCC).
3. The CPCB, however, pointed out a silver lining. It said the air quality index (AQI) this year was better than the ones on Diwali in the past two years in spite of hostile meteorological conditions. On Diwali last year (October 30, 2016), the average AQI for the city was in the "severe" category at 426 while the year before that (November 11, 2015), it had been in the "very poor" category at 327. This time, it was marginally lower at 326.
4. There are so many factors impacting air quality – from the speed and direction of the wind to burning of crop stubble in neighbouring states – that it is difficult to definitively identify the main culprit. What, however, has to be acknowledged is that at least a majority of people have the will to stick to what may appear to be unpalatable decisions for better quality of life.

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5. The data, however, is making informed observers worry-particularly the massive peaks in PM (Particulate Matter) 2.5 (fine, respirable pollution particles) and PM 10 (coarse pollution particles) levels on Thursday night after 10 pm. Delhi peaked to 656 micrograms per cubic metres around midnight.
 6. However, the data also shows that in spite of unfavourable meteorological conditions, their quality on Diwali this year was better than last year. It had not been so good in the two days preceding Diwali due to intrusion of humid air from the south-east coupled with prevailing calm wind conditions. The average mixing height (the height to which smoke or air will rise, mix and disperse) recorded on October 18 and 19 were 547 metres and 481 metres, respectively, according to CPCB. It should be at least 1000 metres for proper dispersal.
- 1) In the run-up to D-Day, the sound of firecrackers had not been heard because the
 - (a) Supreme Court banned the sales of firecrackers.
 - (b) children resolved to back tradition for clean air.
 - (c) neighbourhoods did not like the sound of firecrackers.
 - (d) children were afraid of the sound of firecrackers.
 - 2) The 'bad news' that broke at dawn was that
 - (a) there was smog in the sky.
 - (b) the air pollution levels were dangerously high.
 - (c) CPCB released real time figures that were alarming.
 - (d) All of the above.
 - 3) The AQI levels after Diwali this year were
 - (a) the same as in other years.
 - (b) higher than other years.
 - (c) lower than other years.
 - (d) could not be ascertained
 - 4) There will be no air pollution if
 - (a) school children do not burst crackers on Diwali.
 - (b) there is a strong wind on Diwali night.
 - (c) if the motor vehicles do not run on Diwali.
 - (d) None of the above.
 - 5) 'Crescendo' in para 1 means
 - (a) to happen successfully
 - (b) an increase in intensity
 - (c) better quality of life
 - (d) metrological conditions
 - 6) unpalatable in para 4 means
 - (a) 6,000 metres for proper dispersal
 - (b) feeling happy
 - (c) dispersal
 - (d) not pleasant
 - 7) The massive peaks in PM (Particulate Matter) 2.5 and PM 10 (coarse pollution particles) on the Diwali day made the observers worried. [True/False]
 - 8) Despite the Supreme Court ban on the sale of firecrackers, many people including school children were adamant to burst firecrackers on the Diwali Day. [True/False]
 - 9) In the run-up to D-Day in Delhi the sound of firecrackers gradually rose to a...
 - 10) Delhi peaked to 656 per cubic metres around midnight.

Answerkey

1. (a) the Supreme Court banned the sales of firecrackers

2. (d) All the above

3. (c) lower than other years

4. (d) None of the above.

5. (b) an increase in intensity

6. (d) not

pleasant7 True

8 False

9 Crescendo

10 Micrograms

Comprehension Passage 3

10marks

1. Too many parents these days can't say no. As a result, they find themselves raising 'children' who respond greedily to the advertisements aimed right at them. Even getting what they want doesn't satisfy some kids; they only want more. Now, a growing number of psychologists, educators and parents think it's time to stop the madness and start teaching kids about what's really important : values like hard work, contentment, honesty and compassion. The struggle to set limits has never been tougher—and the stakes have never been higher. One recent study of adults who were overindulged as children, paints a discouraging picture of their future : when given too much too soon, they grow up to be adults who have difficulty coping with life's disappointments. They also have distorted sense of entitlement that gets in the way of success in the work place and in relationships.

2. Psychologists say that parents who overindulge their kids, set them up to be more vulnerable to future anxiety and depression. Today's parents themselves raised on values of thrift and self-sacrifice, grew up in a culture where 'no' was a household word. Today's kids want much more, partly because there is so much more to want. The oldest members of this generation were born in the late 1980s, just as PCs and video games were making their assault' on the family room. They think of MP3 players and flat screen TV as essential utilities, and they have developed strategies to get them. One survey of teenagers found that when they crave for something new, most expect to ask nine times before their parents give in. By every measure, parents are shelling out record amounts. In the heat of this buying blitz, even parents who desperately need to say no find themselves reaching for their credit cards.

3. Today's parents aren't equipped to deal with the problem. Many of them, raised in the 1960s and 70s, swore they'd act differently from their parents and have closer relationships with their own children. Many even wear the same designer clothes as their kids and listen to the same music. And they work more hours; at the end of a long week, it's tempting to buy peace with 'yes' and not mar precious family time with conflict. Anxiety about the future is another factor. How do well intentioned parents say no to all the sports gear and arts and language lessons they believe will help their kids thrive in an increasingly competitive world? Experts agree: too much love won't spoil a child. Too few limits will.

4. What parents need to find, is a balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals. That search for balance has to start early. Children need limits on their behaviour because they feel better and more secure when they live within a secured structure.

Older children learn self-control by watching how others, especially parents act. Learning how to overcome challenges is essential to becoming a successful adult. Few parents ask kids to do chores. They think their kids are already overburdened by social and academic pressures. Every individual can be of service to others, and life has meaning beyond one's own immediate happiness. That means parents eager to teach values have to take a long, hard look at their own

A. Choose the most appropriate option

(1) What do the psychologists, educators and parents want to teach the children?

- a) To teach them about treachery.
- b) To teach them about indiscipline.
- c) To teach them about the values of life like hard work, contentment, honesty and compassion.
- d) None of these

(2) What is essential to become a successful adult?

- a) Learn not to overcome challenges
- b) Learn how to overcome challenges
- c) Nothing is essential.
- d) None of these

3) Why do children need limits on their behaviour when they live within a secured structure?

- a) They feel more secure and better.
- b) They feel insecure.
- c) They feel bored.
- d) None of these.

(3) What is the drawback of giving children too much too soon?

- a) They fail to cope with life's disappointments when they grow up.
- b) They do not study seriously.

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- c) They become quarrelsome when they grow up.
- d) None of these.
- 5) Children learn self control by.....
- 6) for adults-----get in the way of success in the workplace and personal relationships.
- 7) Adults are tempted to buy peace with 'yes' they do not want to
- 8) Parents do not ask children to do chores as they believe the children are.....

Find a word from the passage which is synonymous to the words given below.

- (9) a feeling of satisfaction (para 1)
- (10) valuable (para 3)

Answerkey

- (1) c. To teach them about the values of life like hard work, contentment, honesty and compassion
- (2) b . Learn how to overcome challenges
- (3) a . They feel more secure and better.
- (4) a They fail to cope with life's disappointments when they grow up
- 5) watching how parents act.
- 6) distorted sense of enlightenment
- 7) mar precious family time with conflict
- 8).over burdened by social and academic pressures.
- 9). contentment
- 10). precious

Comprehension Passage 4

10marks

INDOOR POLLUTANTS

1.Call it a blessing or a curse of Mother Nature, we have to breathe in over 10,000 litres of air in a day (more than four million litres in a year) to remain alive. By making it essential for life, God has wished that we try to keep the air we breathe clean. Everyone can see the food

that is not clean and perhaps refrain from eating it, but one cannot stop breathing even if one can feel the air to be polluted.

2. Several harmful and noxious substances can contaminate the air we breathe. Generally, much is said and written about outdoor air pollution, most of which is due to vehicular and industrial exhausts.

3. Given the fact that most of us spend over 90% of our time indoors, it is most important to recognise that the air we breathe in at home or in offices can be polluted. It can be a cause of ill-health. Air pollutants that are generally present in very low concentrations can assume significance in closed ill-ventilated places.

4. The indoor air pollution can lead to allergic reactions and cause irritation to the skin, the eyes and the nose. But as is logical to assume, the brunt of insult by pollutants is borne by the lungs. It can lead to the development of fresh breathing problems, especially in those who have allergic tendencies, or it can worsen the existing respiratory illnesses like asthma and bronchitis.

5. There can be several sources of indoor air pollution. Tobacco smoke is one of the most important air pollutants in closed places. "Passive smoking" or environmental tobacco smoke (ETS) pollution can lead to all the harmful effects of tobacco smoking seen in the smokers in their non-smoking companions. ETS as a health hazard has been unequivocally proven and is also getting social recognition now. One can occasionally see signs displaying the all-important message: "Your smoking is injurious to my health" in offices and homes. The children of smoking parents are among the worst affected persons.

6. The exposure of young children to ETS leads to increased respiratory problems and hospital admissions as compared to non-exposed children. Several studies, including those done at the PGI, have shown an increased risk of lung cancer among women exposed to passive smoking. ETS also worsens the existing lung diseases like asthma and bronchitis. It may be responsible for the development of asthma in children.

7. The next most important source of indoor air pollution is the allergens. House dust mites (HDM) are very small insects not visible to the naked eye and are the commonest source of allergy in the house. They are ubiquitous and thrive in a warm and moist atmosphere. They breed very fast and are very difficult to eradicate. Modern houses present ample breeding spaces for them in the form of carpets, curtains, mattresses, pillows, etc.

8. Exposure to HDM can be prevented by the frequent washing of linen and by encasing the mattresses and pillows in a non-permeable cover. Pets form an important part of life for some of us. But they can add plenty of allergens to our indoor atmosphere. Cats are notorious for doing this. Fine particles from feline fur can remain stuck to the upholstery and carpets for a long time even after the removal of the animal and lead to the worsening of asthma and skin allergies. Fortunately, owing to religious and social customs cats are not very popular pets in India. Dogs, however, are quite popular and can be as troublesome. Pets should be kept out of the bedrooms and washed frequently. To remove the fur particles one has to use vacuum cleaners as the ordinary broom and mop are not effective.

9. Moulds, fungi and several other microorganisms thrive in damp conditions and can lead to allergies as well as infections. Humidifiers in the air-conditioning plants provide an ideal

environment for certain types of bacteria and have led to major outbreaks of pneumonia. It is important to clean regularly the coolers, air-conditioners and damp areas of the house such as cupboards, lofts, etc to minimise this risk.

10. Toxic gases can also pollute the indoor environment. Biomass fuels (wood, cowdung, dried plants) and coal, if burned inside, can lead to severe contamination by carbon monoxide (CO). The poor quality of stoves and other cooking or heating appliances that cause incomplete combustion of LPG can also lead to the emission of CO or nitrogen dioxide. Formaldehyde (a gas) can be released from adhesives that are used for fixing carpets, upholstery and also in making plywood and particleboard.

11. The gases are very toxic in high concentrations as may be encountered during industrial accidents, but even in very minimal amounts, as may be prevalent in homes and offices, they can cause irritation to the skin or the eyes, rashes, headache, dizziness and nausea. Improving the ventilation is an important preventive measure, besides trying to eliminate the source which may not be always feasible.

12. Other indoor pollutants are toxic chemicals like cleansing agents, pesticides, paints, solvents and inferior-quality personal-care products, especially aerosols. Very old crumbling pipes, boilers, insulation or false roofing can also be important sources. Asbestos is a hazardous product that can cause cancer in humans.

13. It is important to realise that the air we breathe at home may not be clean always and we must try to eliminate the source of pollution. We should give due consideration to ventilation.

(1) The Almighty wants that human beings.....

- a) should try to breathe clean air
- b) should not pay attention to pollutants
- c) must ignore ETS
- d) should become passive smokers

(2) The toxic gases cause

- a) rashes
- b) headache
- c) dizziness
- d) all of the above

(3) Air conditioning plants become the cause of

- a) allergies

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b)pneumonia

c)heart attack

d)infection

(4) Asbestos is a hazardous product because it can

a)cause cancer in humans

b)cause respiratory problems

c)prove fatal to the children

d)none of these

5) Improving ventilation is a more feasible preventive measure than... .. to avoid toxic gases

6)The adhesive used for fixing carpets releases the toxic gas.....

7)Asbestos cause..... Disease in humans.

8) Use of humidifiers in rooms may lead to.....disease in human beings.

Find a word from the passage which is synonymous to the given words.

(9) make impure (Para 2)

(10) clearly and unmistakably (Para 5)

Answerkey

(1) a .should try to breathe clean air

(2) d. all of the above

(3) b. pneumonia

(4) a. cause cancer in umans

5)eliminating the source

6) formaldehyde

7)cancer

8)pneumonia

(9) contaminate

(10) unequivocally

LITERARY PASSAGES

Comprehension Passage 5

10Marks

Sherlock Holmes took his bottle from the corner of the mantelpiece and his hypodermic syringe from its neat Morocco case. With his long, white, nervous fingers he adjusted the delicate needle, and rolled back his left shirt-cuff. For some little time his eyes rested thoughtfully upon the sinewy forearm and wrist all dotted and scarred with innumerable puncture-marks. Finally he thrust the sharp point home, pressed down the tiny piston, and sank back into the velvet-lined armchair with a long sigh of satisfaction.

Three times a day for many months I had witnessed this performance, but custom had not reconciled my mind to it. On the contrary, from day to day I had become more irritable at the sight, and my conscience swelled nightly within me at the thought that I had lacked the courage to protest. Again and again, I had registered a vow that I should deliver my soul upon the subject, but there was that in the cool, nonchalant air of my companion which made him the last man with whom one would care to take anything approaching to a liberty. His great powers, his masterly manner, and the experience which I had had of his many extraordinary qualities, all made me diffident and backward in crossing him.

Yet upon that afternoon, whether it was the Beaune which I had taken with my lunch, or the additional exasperation produced by the extreme deliberation of his manner, I suddenly felt that I could hold out no longer. "Which is it today?" I asked "morphine or cocaine?"

He raised his eyes languidly from the old black letter volume which he had opened. "It is cocaine", he said, "a seven-per-cent solution. Would you like to try it?"

No, indeed," I answered, brusquely. My constitution has not got over the Afghan campaign yet. I cannot afford to throw any extra strain upon it." He smiled at my vehemence. "Perhaps you are right, Watson," he said. "I suppose that its influence is physically a bad one. I find it, however, so transcendently stimulating and clarifying to the mind that its secondary action is a matter of small moment."

"But consider!" I said, earnestly. "Count the cost! Your brain may, as you say, be roused and excited, but it is a pathological and morbid process, which involves increased tissue-change and may at last leave a permanent weakness. Surely the game is hardly worth the candle. Why should you, for a mere passing pleasure, risk the loss of those great powers with which you have been endowed?"

Remember that I speak not only as one comrade to another, but as a medical man to one for whose constitution he is to some extent answerable."

He did not seem offended. "My mind", he said, "rebels at stagnation. Give me problems, give me work, give me the most abstruse cryptogram or the most intricate analysis, and I am in my own proper atmosphere. I can dispense then with artificial stimulants".

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Source: The Sign of the Four

On the basis of your reading of the above passage, choose the best option from among the choices given below each of the following questions: 8x1= 8m

1. What could be the cause of innumerable puncture marks on Holmes' forearm?

a) He was suffering from a disease b) He had a tattoo on his arm c) He was injecting a drug daily d) Nothing is clearly mentioned

2. What do you understand about the narrator's response to what he saw for many

months? a) he was not interested b) he was annoyed c) he was pleased d) he was confused

3. What can we understand about the personality of the narrator's companion? He was

a) arousing wonder & respect b) easygoing c) quarrelsome d) fun loving

4. Watson refused to take cocaine because

a) he did not have money to buy it b) he was not in the best of health c) he was afraid of his companion d) . both a and c

5. When Watson refused to take cocaine, Sherlock Holmes

a) accepted his answer b) tried to persuade him c) criticized him d) got angry with him

6. The game is hardly worth the candle' means

a) do not play games with a candle b) the risk is more than the pleasure c) I agree with our view d) Cocaine is costlier than a candle

7. What is the profession of Watson?

a) Writer b) detective c) engineer d) doctor

8. Sherlock Holmes said he could stop taking cocaine if

a) he took a new year resolution b) Watson did not like it c) he had some exciting mental work d) Watson offered to help

9)



This image symbolically represents a / an :

- a) Cardiogram b) cryptogram c) angiogram d) epigram

10. Match the words in column A with their meanings in column B given blow:

- | | |
|---------------|------------------------|
| A Conscience | 1 Forceful expression |
| B Vehemence | 2 Lack of confidence |
| C Nonchalance | 3 Knowing good and bad |
| D Diffidence | 4 Cool indifference |

a) A-3 B - 1 C - 4 D - 2

b) A - 2 B - 4 C - 1 D - 3

c) A - 4 B - 3 C - 2 D- 1

d) A - 1 B - 2 C - 3 D-4

Answer key:

1. c) He was injecting a drug daily
2. b) he was annoyed
3. a) arousing wonder & respect
4. b) he was not in the best of health

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5. a) accepted his answer
6. b) the risk is more than the pleasure
7. d) doctor
8. c) he had some exciting mental work
9. b) cryptogram
10. a) A-3 B – 1 C – 4 D – 2

Comprehension passage 6 10marks

The sage of science, Einstein, was sitting in a depressive and pensive mood one evening. His eyes were brimming with tears. The pain was evident on his face. He peeped out of the window of his room. The sun had set a few minutes back. The sky was filled with a reddish glow. He took his violin and played his favourite notes in it. At this sunset, he felt that it was humanity that had sunk into devilish darkness and the reddish glow in the sky was the blood of humanity spilling all over the sky from earth. With tired steps, he walked back to his chair and settled down. It was the 9th of August 1945. Three days back, he had felt the same agony as if someone had torn him apart. He was deeply hurt and depressed when he heard on the radio that America had dropped an atom bomb on the Japanese city, Hiroshima. Today, within three days another bomb was dropped on another city, Nagasaki and lakhs of people had been killed.

He could not sleep that night. Lying down, he was thinking how he had drawn the attention of the then American President Roosevelt towards the destructive powers of an atomic bomb. He had thought that this would be used to scare Hitler and put an end to the barbarism that Hitler was up to. However, Roosevelt kept him in the dark and made false promises. Eventually, he had abused Einstein's equation of $E = mc^2$ that resulted in the destructive experiments. His actions had made science and scientists as murderers. Einstein kept on thinking for a long time. Eventually, he slipped into sleep. When he woke up at dawn, there was a new dawn in him too. The atomic threat had transformed his heart.

The next day, he decided to disassociate himself from the scientific policy of the government and all governmental institutions. He decided to open educational institutions for children, adolescents and youth— institutions where along with science, spirituality will be compulsorily taught.

To inaugurate this institution, he had invited two great philosophers, Bertrand Russell and Albert Schweitzer. Ten other great scientists who had own Nobel Prizes in different fields were also invited. They all saw a different Einstein, not a great scientist but a sage in him. The institution was opened by garlanding a photo of Mahatma Gandhi. While garlanding the Mahatma, he became emotional and said with a lump in his throat, "I bow down to the great man who fought for the independence of his country through non-violence. He could do so because he was a truthful man and true spiritualist."

Those who teach science should be taught, spirituality too. Without harmony between science and spirituality, the destruction would continue unabated. A few years after this institution was built, a

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Japanese delegation came to meet him. Einstein broke down in the meeting and said. "You can give me any punishment and I will accept it. Anyway, I have decided to lead my life in penitence." The Japanese were moved by this sincerity and forgot their grief.

1) Besides two great philosophers how many other scientists were invited by Einstein to inaugurate the institution where spirituality would be compulsorily taught?

(a) Five (b) Ten (c) Eight (d) Fifteen

2) Which musical instrument did Einstein play when he was in grief?

(a) Harmonium (b) Guitar (c) Violin (d) Flute

(3) Einstein came to know that America had dropped an atom bomb on the Japanese city, Hiroshima through

(a) television (b) newspaper (c) radio (d) a telephonic message

(4) Which American President was told about the destructive power of an atomic bomb?

(a) Kennedy (b) Bill Clinton (c) Lincoln (d)

Roosevelt (5) Einstein said to the Japanese delegation,

(a) "You can give me any punishment and I will accept it." (b) "I am not at fault." (c) "What could I do?" (d) "The President didn't agree to my advice."

(6) What did Einstein do to show his displeasure over atomic attack?

(a) He decided to open a science laboratory. (b) He decided to establish an educational institution. (c) He dissociated himself from governmental institutions. (d) both (ii) and (iii)

(7) The depressive mood of Einstein was compared to?

(a) sunrise (b) sunset (c) devilish darkness (d) tired steps

(8) What made Einstein restless and sleepless ?

(a) when America was hit by atomic bomb by Germany (b) When Atom bomb was dropped on Germany by America in second world war (c) When atom bomb was dropped on Hiroshima by America (d) when Germany dropped atom bomb on Nagasaki

(9) Pick out the event after which Einstein could not control himself and tried to play

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instrument to divert his mind

(a)After getting the news of atomic attack (b) By inventing sad notes (c)Over barbarism of Hitler (d) when he was pained by false promises

(10) Which event in 1945 according to Einstein turned science and scientists into murderers?

(a) The wrong use of Einstein's invention (b) false promise of Roosevelt (c) The dropping of Atom Bomb (d) The dropping of bombs in war

Answer key

1) b

2) c

3) c

4) d

5) a

6) d

7) b

8) c

9) a

10) c

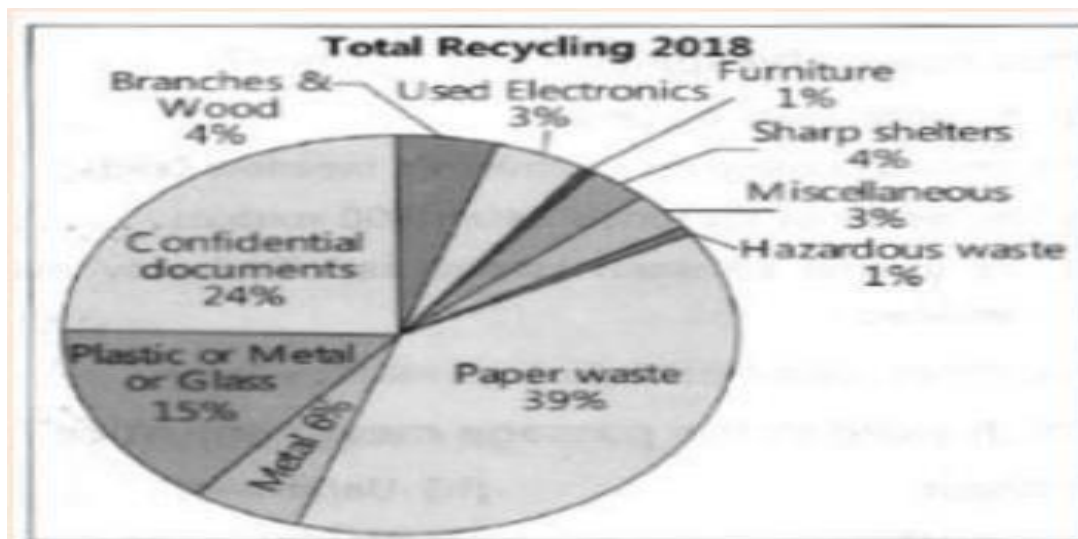
CASE BASED PASSAGES(8 marks)

Comprehension passage 7

8mks

Conference series LLC Ltd organises a conference series of 1000+ global events inclusive of 300+ conferences, 900+ upcoming and previous symposiums and workshops in USA, Europe and Asia with support from 1000 more Scientific societies and publishes 700+ open access journals which contain over 30000 eminent personalities, reputed scientists as Editorial boardmembers. Recycling and Waste Management Convention 2018 proudly invites contributors across the globe to 9th World Convention on Recycling and Waste Management during October 22-23,2018 in Osaka, Japan, which includes prompt keynote presentations, oral talks, poster presentations and exhibitions. We are delighted to say that it is the 9th World Convention on Recycling and Waste Management which will be held in a beautiful

city of Osaka, Japan and hence we invite you all to attend and register.



9th World Convention on Recycling and Waste Management is mainly based on the theme “Advocating Waste Disposal and Recycling Practices for Clean and Green Environment.” We warmly welcome all the participants— leading scientists, researchers and scholars of the world to attend the convention. We provide a platform for young researchers and students to present their research through oral presentations through which they can develop a foundation for collaboration among young researchers. The organising committee aims at setting a platform for all the budding scientists and researchers to present their real-time work and share their views and aspects related to the theme of the conference. The organising committee is gearing up for an exciting and informative conference programme including plenary lecture, symposia, workshops on a variety of topics, poster presentations and various programmes for participants from all over the world

(1) What theme is being highlighted after reading the given passage?

- (a) Efficient means of reducing garbage (b) Efficient ways of waste disposal (c) Various techniques to be employed to recycle the goods (d) Both (ii) and (iii)

(2) Which notion in the conference has been emphasised to be deployed?

- (a) Waste management (b) Recycling of goods (c) Waste disposal management (d) Reshaping Earth’s future

(3) On observing the pie-chart, which two types of waste have been recycled at the rate of 4%?

- (a) Furniture and used electronics (b) Branches and wood and sharp shelters (c) Furniture and hazardous waste (d) All of the above

(4) On observing the chart, which type of waste is generated the most?

(a) Confidential documents (b) Paper waste (c) Miscellaneous (d) Plastic or metal or glass

(5) Which of the following activities contribute collectively towards paper waste recycled percentage?

(a) Plastic or metal or glass and metal (b) Confidential documents and plastic or metal or glass (c) Miscellaneous recycled waste and confidential documents (d) None of the above

(6) What does the given data represent?

The types of waste that haven't been generated (b) The amount and degree of recycled waste (c) The increasing trend of recycling and waste management (d) Both (ii) and (iii)

(1) What has been considered as an efficient means to reduce landfill area?

(a) Sorting of waste (b) Recycling or composting waste (c) Both (i) and (ii)

(d) None of the above

(2) What are the main reasons of waste management and recycling it?

(a) To not over-exploit the resources (b) Reducing the dump of landfill area
(c) Leaving behind the quality of environment free from pollution (d) All of the above

Answerkey.

1. Ans. d

2. Ans.

C3 Ans.

b

4. Ans. b

5. Ans. b

6. Ans. d

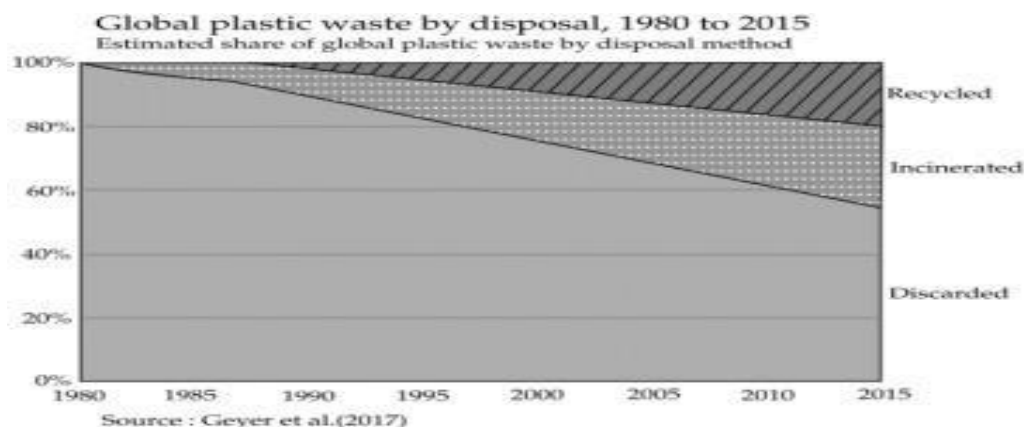
7. Ans. C

8. Ans. D

Comprehension Passage 8

8marks

1. When plastic waste is burnt, a complex wave of toxic chemicals is released. Breaking down Poly Vinyl Chloride, (PVC) is used for packaging, toys and coating electrical wires. It produces dioxin, an organochlorine which belongs to the family of Persistent Organic Pollutants (POPs). A recent Dioxin Assessment Report brought out by the United States Environment Protection Agency (USEPA) says the risk of getting cancer from dioxin is ten times higher than reported by the agency in 1994.
2. Yet the Delhi government is giving the green signal to a gasification project which will convert garbage into energy without removing plastic waste. Former transport minister Rajendra Gupta, the promoter of this project, says this is not necessary. He claims no air pollution will be caused and that the ash produced can be used as manure. An earlier waste- to-energy project setup in Timarpur failed. The new one, built with Australian assistance, will cost 200 crore. It will generate 25 megawatts of power and gobble 1,000 tonnes of garbage every day.
3. “Technologies like gasification are a form of incineration,” says Madhumita Dutta, central coordinator with Toxics Link, New Delhi. Incineration merely transfers hazardous waste from a solid form to air, water and ash, she points out. Toxins produced during incineration include acidic gases, heavy metals as well as dioxins and furans. “The ‘manure’ will be hazardous and a problem to dispose,” says Dutta.



4. Municipal solid waste contains a mix of plastics. Breaking down this waste emits hydrochloric acid which attacks the respiratory system, skin and eyes, resulting in coughing, vomiting and nausea. Polyethylene generates volatile compounds like formaldehyde and acetaldehyde, both suspected carcinogenic. Breathing styrene from polystyrene can cause leukaemia. Polyurethane is associated with asthma. Dioxin released by PVC is a powerful hormone disrupter and causes birth defects and reproductive problems. There is no threshold dose to prevent it and our bodies have

no defence against it.

5. “Even the best run incinerators in the world have to deal with stringent norms, apart from contaminated filters and ash, making them hugely expensive to operate,” says Dutta. In Germany, air pollution devices accounted for two-thirds the cost of incineration. Despite such efforts, the European Dioxin Inventory noted that the input of dioxin into the atmosphere was the highest from incineration.

6. How has global plastic waste disposal method changed over time? In the chart, we see the share of global plastic waste that is discarded, recycled or incinerated from 1980 through to 2015. Prior to 1980, recycling and incineration of plastic was negligible; 100 percent was therefore discarded. From 1980 for incineration and 1990 for recycling, rates increased on average by about 0.7 percent per year. In 2015, an estimated 55 percent of global plastic waste was discarded, 25 percent was incinerated and 20 percent recycled.

7. “India does not have the facility to test dioxin and the cost of setting one up is prohibitively expensive,” says Dutta. Besides, Indian garbage has a low calorific content of about 800 cal/kg, since it has high moisture and requires additional fuel to burn. Toxics link calculates that the electricity generated from such technology will cost between Rs 5-7 per unit, which is six times higher than conventional energy. India has chosen a dioxin preventive route and burning of chlorinated plastics is prohibited under Municipal Solid Waste and Biomedical Rules. Nearly 80 percent of Indian garbage is recyclable or compostable. Resident associations, the informal sector and the municipal corporation can make Delhi’s garbage disappear in a sustainable manner. “Instead, the government promotes end of pipeline solutions,” says Dutta.

On the basis of your understanding of the passage, answer any ten of the following questions by choosing the most appropriate option:

(1) Dioxin causes

- (a) cancer (b) heart attack (c) hypertension (d) sickness

(2) Which statements are NOT TRUE according to the passage?

1. India has adopted a preventive measure under which burning of chlorinated plastics is prohibited.

2. USEPA says that the risk of getting cancer from dioxin is hundred times higher than reported by the agency in 1994.

3. Incineration merely transfers hazardous waste from a solid form to air, water and ash.

4. Hydrochloric acid attacks the digestive system, nose and eyes which results in diabetes

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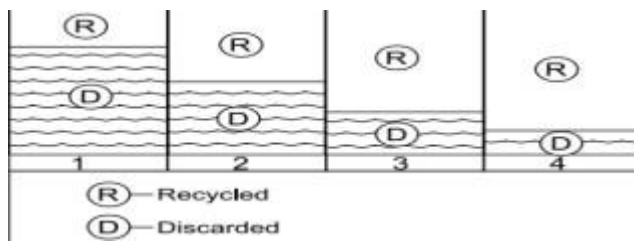
and nausea.

(a) 2 and 4 (b)1 and 3 (c)3 and 4 10 (d)1 and 2

(3) Garbage can be converted into energy by

(a) gasification (b) gratification (c) a chemical process (d) incinerators

(4) Based on the graphical chart in the passage, chose the option that correctly states the ratio between discarded waste to recycled global plastic waste in 2015.



(a) option 1 (b) option 2 (c) option 3 (d) option 4

(5) Before 1980, how much global plastic waste was discarded?

(i) 40% (ii) 60% (iii) 80% (iv) 100%

(6) Based on the given graphical representation of data in the passage, choose the option that is NOT TRUE.

a. In the year 2015, the incinerated plastic waste disposal was 80%.

b. In the year 1980, share of discarded plastic waste was 100%.

c. Discarded plastic waste was 60% in the year 2010.

d. Recycled plastic waste in the year 2000 was less than 70%.

(7) Which word in the passage means same as 'waste material'? (para 2)

(a) gasification (b) garbage (c) pollution (d) manure

(8) Arrange the sentences in the order in which they occurred year wise.

1. From 1980, rates increased on average by about 0.7 percent per year for incineration.

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- 2. 20 percent waste was recycled in 2015.
- 3. Prior to 1980, recycling and incineration of plastic was negligible.
- 4. In 2015, an estimated 55 percent of global plastic waste was discarded. (a) 2, 1, 4, 3 (b) 4, 2, 3, 1 (c) 1, 3, 4, 2 (d) 3, 1, 4, 2

Answerkey

1(a) cancer

(2) (a) 2 and 4

(3) (a) gasification

(4) (a) option

1(5) (d) 100%

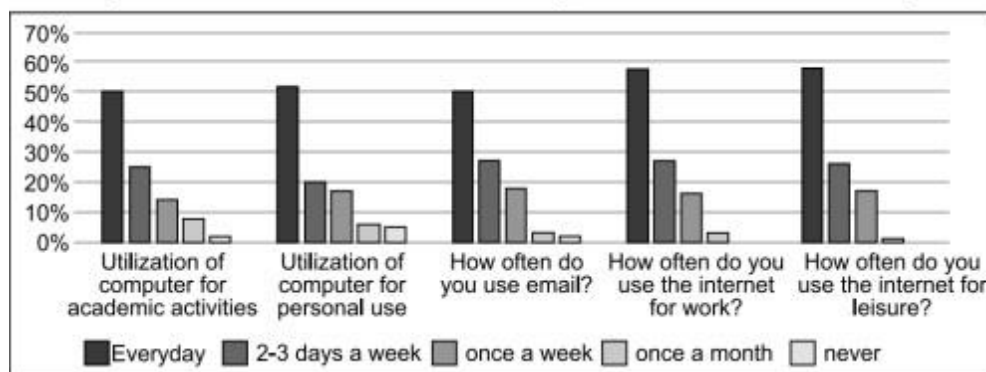
(6) (a)

(7) (b) garbage (8) (d) 3, 1, 4, 2

Comprehension Passage 9

8marks

1. The present generation is well updated in the use of internet and computers. The rapid development in computer technology and increase in accessibility of the internet for academic purposes has changed the face of education for everyone associated with it. Let's look at the data arising out of a recent survey that was done to ascertain the time spent on utilisation of the computer and internet:



2. At present, many schools and universities have been implementing internet-based

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learning, as it supplements the conventional teaching methods. The internet provides a wide variety of references and information to academics as well as scientific researchers. Students often turn to it to do their academic assignments and projects.

3. However, research on the Net is very different from traditional library, and the differences can cause problems. The Net is a tremendous resource, but it must be



used carefully and critically.

4. According to a 2018 Academic Student e-book Experience Survey, conducted by LJ's research department and sponsored by EBSCO, when reading for pleasure, almost 74% of respondents said they preferred print books for leisure whereas, 45% of respondents chose e-books rather than the printed versions, for research or assignments.
5. When asked what e-book features make them a favourite for research, the respondents were clear. Having page numbers to use in citations, topped the list (75%); followed by the ability to resize text to fit a device's screen (67%); the ability to bookmark pages, highlight text, or take notes for later reference (60%); downloading the entire e-book (57%); and allowing content to be transferred between devices (43%) were the varied responses.

(1) According to the passage, one of the reasons for the recent transformation of education is the:

- (a) techno-efficiency of the present generation (b) expanse of courses on technology (c) simplification of the teaching and learning method (d) easy availability of the internet

(2) Pick the option that lists statements that are NOT TRUE according to the passage.

1. Internet-based education can only complement familiar methods of education.
2. Net-based learning will replace face-to-face education.
3. The resources that the net provides are a danger to the education system.
4. The current times has seen a rise in the convenience of using the internet for academic purposes.

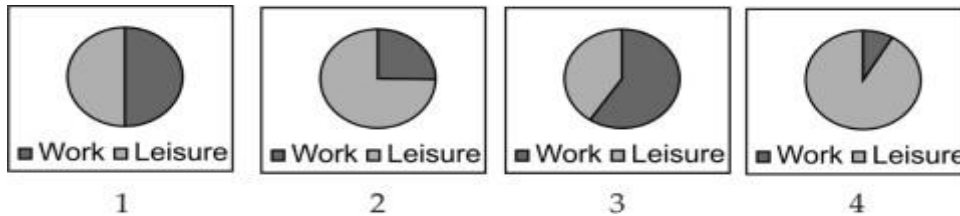
- (a) 1 and 2 (b) 3 and 4 (c) 2 and 3 (d) 1 and 4

(3) The word 'tremendous', as used in paragraph 3, means the same as

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(a) 'expensive' (b) 'renowned' (c) 'innovative' (d) 'incredible'

(4). Based on the graphical chart in the passage, choose the option that correctly states the depiction of internet usage for work and for leisure, for once a month.



(b) option 1 (b) option 2 (c)option 3 (d) option 4

(4) "... but it must be used carefully and critically." The idea of being careful and critical while using the internet, is mainly a reference to

(a) hardware malfunction (b) plagiarism (c) troubleshooting (d) virus threat

(5) Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE with respect to the usage of email.

1. The everyday usage of email is more than the everyday usage of computer for personal use.
2. About 18% people use email once a week.

3. There are a smaller number of email users using it 2-3 times a week than the ones using it once a month. 17

4. Less than 5% of people never use the

email.(a)1 and 3 (b) 2 and 4 (c) 1 and 2 (d)3

and 4

(6) Based on the given graphical chart, pick the option that lists the area of zero response from respondents

(a) never using the internet for work and leisure (b) daily use of the computer for academic activities (c) writing and receiving emails once a week (d) using the internet for personal tasks once a month

(7)In the cartoon, the student's reaction reveals that he is.....

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- (a) indignant (b)apologetic (c) obedient
- (d) inquisitive

Answerkey

- (1) (d) easy availability of the internet.
- (2) (c) 2 and 3
- (3) (d) ‘incredible’.
- (4) (c) option 3
- (5) (b)plagiarism.
- (6) (b) 2 and 4
- (7) (a) never using the internet for work and leisure
- (8) (a) indignant

Comprehension passage 10

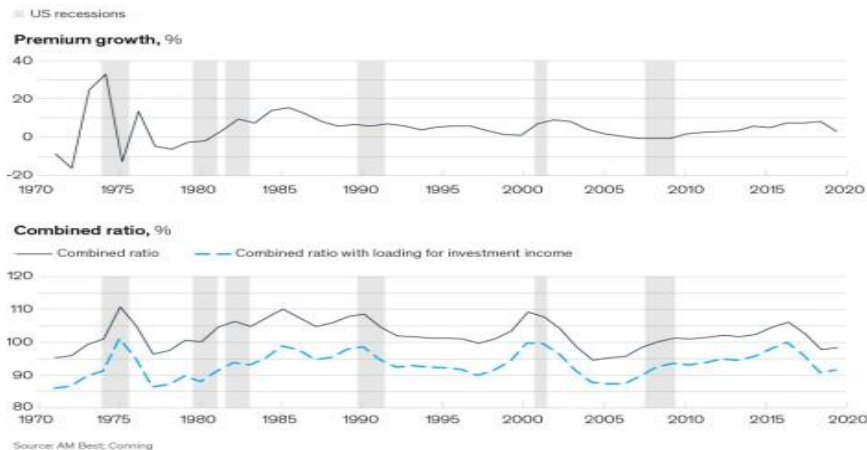
8marks

Since its creation in the 17th Century , insures have amassed polices in each class of risk they cover. Thanks to technology, insures now have access to more information about the risks that individuals run. Car insures have begun to set premiums based on how actual drivers behave, with “telematic” tracking devices to show how often they speed or slam on the brakes. Analysts at Morgan Stanley, a bank, predict that damage to insured homes will fall by 40-60% if smart sensors are installed to monitor, say, frayed electrical wiring. Some health insures provide digital fitness- bands to track policy holders vital signs – and give discounts if they lead a healthier life. But the data can only go so far. Even the safest driver can be hit by a falling tree: people in connected homes still fall off ladders. But the potential gains from smart insurance are large.

First, giving people better insights into how they are managing risk should help them change their behaviour for the better. Progressive, an American car insurer, tells customers who use itrackers where they tend to drive unsafely; they crash less often as a result. Second, pricing will become keener for consumers. The insurance industry made \$338 billion in profits last year. More accurate risk assessment should result in lower premiums for many policyholders. Third , insurers should be able to spot fraud more easily, by using data to verify claims.

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spot made more costly, by using data to verify claims.
Over the past 50 years, the US personal auto insurance market has not generally correlated to the economy.



McKinsey
& Company

But two worries stand out. One is a fear that insurers will go from being with to ones that watch your every move. The other, thornier problem is that insurers will cherry pick the good risks, leaving some people without safety net or to be taken care of by the state. Forgone privacy is the price the insured pay receiving personalised pricing. Many people are indeed willing to share the data, but individuals should always have to opt in to do so. Some worry that this safeguard may not be enough :the financial costs of not sharing data may be so great that people have no real choice over whether to sign up. The second concern is the worry that more precise underwriting will create a class of uninsurable people, selected out of insurers businesses because they are too high a risk.

1. Which of the following will be said about the insurance industry?

a) It is not well regulated in Europe and America b) It is plagued by frauds on the part of the policy holders , who manipulate data. c) It faces challenges about the use of personal data. d) It requires bailout from the government

2. The insurers got their inception in the

a) 16th century b) 17th Century c) 1870 d) 1902

3. Which of the following is/ are outcome(s) of smart insurance?

A. Create awareness about one's behaviour

B. Infringes on a policy holder's privacy

C. Discriminates among consumers based on their behaviour

a) Only C b) Only B & C c) Only A & B d) All - A , B & C

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4. The graph of personal auto insurance market has got its peak of premium growth and combined ratio in the year ?

- a) 2020 b) 2015 c) 1975 d) 2000

5. Which of the following is the central idea of the passage?

a) Today, customers have plenty of innovative insurance products to choose from. b) Insurance companies access to and use of personal data is both promoting and risky. c) Of all the insurance products health insurance is the most innovative and controversial. d) Using genetic data to access a customer's insurance premium is immoral.

6. Which of the following is true in the context of the passage?

a) Technology has made it easier to commit insurance fraud. b) Insurance has been around for less than a century c) The American insurance industry is the largest in the world. d) None of the given statements is true in the context of the passage

7. Insures have now more information about the risk they run due to

8. is the price the insured pay by receiving personalised pricing.

answers

1. c . It faces challenges about the use of personal data.

2. b. 17th Century

3. d. All - A , B & C 2

4. c. 1975

5. b . Insurance companies access to and use of personal data is both promoting and risky.

6. d. None of the given statements is true in the context of the assage

7. Technonology

8. forgone privacy

Note making

Note Making and Summarization based on a passage of approximately 200-250 words.

I. Note Making: 5 Marks

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- Title: 1
- Numbering and indenting: 1
- Key/glossary: 1
- Notes: 2

II. II. Summary (50 words): 3 Marks

- Content: 2
- Expression: 1

◆ Tips To Prepare Notes:

1. Prepare notes using phrases only, never use complete sentences
2. The topic sentence of each paragraph is the main point and ideas affiliated to it are sub-points-one or more, depending on the concepts in the paragraph.
3. Each sub-point may or may not have supplementary ideas which become sub-subpoints.
4. Provide an appropriate title for the notes or the summary or abstract, as given in the question.
5. Include a minimum of 4-6 distinctly different recognizable short forms i.e., abbreviations of the words in the notes and keep it underlined when it is used for recognising it later easily.
6. Cover all the important points in the notes meaningfully to prepare the summary in about words.

◆ Summary Writing

Summary is an expansion of the notes already prepared. All the main points and subpoints of the notes can be developed in to grammatically correct meaningful complete sentences. It is suggested to give the same title in summary which is used for Notes.

Read the passages given below carefully and answer the questions that follow:

Question 1

Effective speaking depends on effective listening. It takes energy to concentrate on hearing and to concentrate on understanding what has been heard. Incompetent listeners fail in a number of ways. First, they may drift. Their attention drifts from what the speaker is saying. Second, they may counter. They find counter-arguments to whatever a speaker may be saying. Third, they compete. Then, they filter. They exclude from their understanding those parts of the message which do not readily fit with their own frame of reference. Finally, they react. They let personal feelings about a speaker or subject override the significance of the message which is being sent.

What can a listener do to be more effective? The first key to effective listening is the art of concentration. If a listener positively wishes to concentrate on receiving a message his chances of success are high.

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It may need determination. Some speakers are difficult to follow, either because of voice problems or because of the form in which they send a message. There is then a particular need for the determination of a listener to concentrate on what is being said.

Concentration is helped by alertness. Mental alertness is helped by physical alertness. It is not simply physical fitness, but also positioning of the body, the limbs and the head. Some people also find it helpful to their concentration if they hold the head slightly to one side. One useful way for achieving this is intensive note-taking, by trying to capture the critical headings and sub-headings the speaker is referring to.

Note-taking has been recommended as an aid to the listener. It also helps the speaker. It gives him confidence when he sees that listeners are sufficiently interested to take notes; the patterns of eye-contact when the note-taker looks up can be very positive; and the speaker's timing is aided—he can see when a note-taker is writing hard and can then make effective use of pauses.

Posture too is important. Consider the impact made by a less competent listener who pushes his chair backwards and slouches. An upright posture helps a listener's concentration. At the same time it is seen by the speaker to be a positive feature amongst his listeners. Effective listening skills have an impact on both the listener and the speaker.

(a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary. 5mks

The Art of Effective Listening

1. Eff. speaking depends on:

- 1.1 eff. listening
- 1.2 concentrate on listening
- 1.3 understanding what you hear

2. why incompetent listeners fail:

- 2.1 their attention drifts
- 2.2 find counter arguments
- 2.3 compete & then filter 2.4. they react

3. Ways for a listener to be more eff.:

- 3.1 concentrating on the msg. received.
 - 3.1.1 mental alertness
 - 3.1.2 phys. alertness-positioning body
 - 3.1.3 note-taking-aid to listener helps
 - 3.1.3 a) helps speaker

b) gives confidence

c) encourages eye contact

4. Imp. of posture

4.1 helps listeners in concentration.

4.2 seen by spkr. as a +ve feature among his listeners

Key/ Glossary used

Eff. – effective
msg. – message
phys. – physical
imp – importance
spkr. – speaker

- (a) Write a summary of the passage in up to 50 words using the notes made and also suggest a suitable title. 3mks

The Art of Effective Listening

Effective speaking and effective listening are two sides of the same coin, both equally important. An incompetent listener will always fail as he drifts away from counters, competes and finally filters what the speaker is saying. To be a good listener concentration is important combined with mental and physical alertness. The importance of other factors like note-taking and posture cannot be ignored. All these are effective listening skills and are viewed as a positive feature by the speaker among his listeners. They have an impact not only on the listener but also on the speaker.

Question 2.

Despite all the research every one of us catches cold and most of us catch it frequently. Our failure to control one of the commonest of all ailments sometimes seems ridiculous. Medical science regularly practises transplant surgery and has rid whole countries of such killing diseases as Typhus and the Plague. But the problem of common cold is unusually difficult and much has yet to be done to solve it. It is known that a cold is caused by one of a number of viral infections that affect the lining of the nose and other passages leading to the lungs but the confusing variety of viruses makes study and remedy very difficult. It was shown in 1960 that many typical colds in adults are caused by one or the other of a family of viruses known as rhinoviruses, yet there still remain many colds for which no virus has as yet been isolated.

There is also the difficulty that because they are so much smaller than the bacteria which cause many other infections, viruses cannot be seen with ordinary microscopes. Nor can they be cultivated easily in the bacteriologist's laboratory, since they only grow within the living cells of animals or plants. An important recent step forward, however, is the development of the technique of tissue culture, in which bits of animal tissue are enabled to go on living and to multiply independently of the body. This has greatly aided virus research and has led to the discovery of a large number of viruses. Their existence had previously been not only unknown but even unsuspected.

The fact that we can catch a cold repeatedly creates another difficulty. Usually, a virus strikes only once and leaves the victim immune to further attacks. Still, we do not gain immunity from colds. Why? It may possibly be due to the fact that while other viruses get into the bloodstream where anti-bodies can oppose them, the viruses causing cold attack cells only on the surface. It may be that immunity from one of the many different viruses does not guarantee protection from all the others. It seems, therefore, that we are likely to have to suffer colds for some time yet.

On the basis of your reading of the above passage, make notes on it in points only, using abbreviations, wherever necessary. Also, suggest a suitable title. 5mks

No Control over Common Cold

1. How to control common cold:

- 1.1 No cure to control it
- 1.2 Cure available for Typhus & Plague
- 1.3 Problem of common cold not yet solved

2. Reasons for cold:

- 2.1 viral infection that affects nose-lining
- 2.2 Caused by fmly. of viruses called Rhinoviruses
- 2.3 For certain colds no viruses have yet been isolated

3. Problem of identifying viruses:

- 3.1 Smaller than bacteria so can't be seen with ordinary microscopes
- 3.2 Cannot be easily cultivated in bacteriologists lab. because grow within the living cells of plants & animals.

4. Devt. of tissue culture aided by:

- 4.1 bits of animal tissue go on living
- 4.2 multiply independently off the body
- 4.3 has led to the discovery of large no. of viruses
- 4.4 their existence previously unknown and unsuspected

5. No imm. from cold:

- 5.1 viruses causing cold attacks only on surface & not bloodstream
- 5.2 cannot be opposed by anti-bodies
- 5.3 imm. from one virus doesn't guarantee protection from all
- 5.4 you have to suffer from cold for some more time

5.5 Key/Glossary used

lab. – laboratory

Dev. –

development no.

– number

imm. – immunity

(b). Write a summary of the passage in up to 50 words using the notes made

No Control over Common Cold

Despite having the cure to killing diseases like Typhus and Plague it seems ridiculous that medical science has not done much yet to solve the problem of common cold. This is because the study of viruses remains confusing as they cannot be seen with ordinary microscopes. Now with the development of the technique of tissue culture a large number of viruses have been discovered whose existence was earlier unknown. We keep catching cold and never become immune to it because the viruses causing cold attack only on the surface unlike other viruses that get into the bloodstream and so can be opposed by anti-bodies.

Question 3

Research has shown that the human mind can process words at the rate of about 500 per minute, whereas a speaker speaks at the rate of about 150 words a minute. The difference between the two at 350 is quite large.

So a speaker must make every effort to retain the attention of the audience and the listener should also be careful not to let his mind wander. Good communication calls for good listening skills. A good speaker must necessarily be a good listener.

Listening starts with hearing but goes beyond. Hearing, in other words is necessary but is not a sufficient condition for listening. Listening involves hearing with attention. Listening is a process that calls for concentration. While, listening, one should also be observant. In other words, listening has to do with the ears, as well as with the eyes and the mind. Listening is to be understood as the total process that involves hearing with attention, being observant and making interpretations. Good communication is essentially an interactive process. It calls for participation and involvement. It is quite often a dialogue rather than a monologue. It is necessary to be interested and also show or make it abundantly clear that one is interested in knowing what the other person has to say.

Good listening is an art that can be cultivated. It relates to skills that can be developed. A good listener knows the art of getting much more than what the speaker is trying to convey. He knows how to prompt, persuade but not to cut off or interrupt what the other person has to say. At times the speaker may or may not be coherent, articulate and well organised in his thoughts and expressions. He may have it in his mind and yet he may fail to marshal the right words while communicating his thought.

Nevertheless, a good listener puts him at ease, helps him articulate and facilitates him to get across the message that he wants to convey. For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be both physical and psychological. Physical barriers generally relate to hindrances to proper hearing whereas psychological barriers are more fundamental and relate to the interpretation and evaluation of the speaker and the message.

(a) On the basis of your reading of the above passage, make notes in points only, using abbreviations wherever necessary. Supply a suitable title. 5

The Art of Good Listening and Speaking

1. Research has shown:

- 1.1 human mind processes words @ 500/ min.
- 1.2 speaker speaks @ 150 words/min.
- 1.3 large diff. b/ w the two – at 350.

2. Essentials to being a good speaker. & Listener:

- 2.1 speaker should be able to retain audience attention.
- 2.2 listener should not let his mind wander.
- 2.3 a good speaker must be a good listener also.

3. Listening skills:

- 3.1 start with hearing – though it is not a sufficient condition
- 3.2 involve hearing with attention
 - being observant
 - using one’s ears, eyes & mind
 - calls for participation & involvement
- 3.3 It is dialogue rather than monologue.

4. Good listening is an art:

- 4.1 can be cultivated & its skills can be developed
- 4.2 A good listener knows
 - how to get much more than what speaker. wants to convey
 - to be prompt, persuade without interruption
- 4.3 A good listener
 - puts speaker at ease
 - helps him articulate
 - facilitates him to get across message he wants to convey

5. Barriers to listening

- 5.1 phys.
 - relating to hindrances to proper listening
- 5.2 Psycho.
 - more fundamental
 - related to interpretation & evaluation of speaker and message
- 1.1 These barriers must be removed

Key/Glossary used

min. –
minute b/w
– between
phys. –
physical
psycho. – psychological

(b). Write a summary of the above passage in up to 50 words. 3mks

The Art of Good Listening and Speaking

There is a vast difference between words the human mind can process and speak. The speaker must be able to retain audience attention and also be a good listener. Listening goes beyond hearing, it is hearing with attention and calls for concentration. One also needs to be observant, using not only one's ears but also one's eyes and mind. Good listening needs participation and involvement and involves dialogue more than monologue. It is an art that needs to be cultivated. A good listener must know how to be prompt and persuade but not interrupt the other person. He puts the speaker at ease, helps him to articulate and get across the message he wants to convey. For effective listening physical and psychological barriers need to be removed.

Question :4

The term dietary fibres refers collectively to indigestible carbohydrates present in plant foods. The importance of these dietary fibres came into the picture when it was observed that the people having diet rich in these fibres, had low incidence of coronary heart disease, irritable bowel syndrome, dental caries and gall stones.

The foodstuffs rich in these dietary fibres are cereals and grains, legumes, fruits with seeds, citrus fruits, carrots, cabbage, green leafy vegetables, apples, melons, peaches, pears etc.

These dietary fibers are not digested by the enzymes of the stomach and the small intestine whereas most of other carbohydrates like starch and sugar are digested and absorbed. The dietary fibres have the property of holding water and because of it, these get swollen and behave like a sponge as these pass through the gastrointestinal tract. The fibres add bulk to the diet and increase transit time in the gut. Some of these fibres may undergo fermentation in the colon.

In recent years, it has been considered essential to have some amount of fibres in the diet. Their beneficial effects lie in preventing coronary heart disease, and decreasing cholesterol level. The fibres like gums and pectin are reported to decrease postprandial (after meals) glucose level in the blood. These types of dietary fibres are recommended for the management of certain types of diabetes. Recent studies have shown that the fenugreek (Methi) seeds, which contain 40 per cent

gum, are effective in decreasing blood glucose and cholesterol levels as compared to other gum-containing vegetables.

Some dietary fibres increase transit time and decrease the time of release of ingested food in colon. The diet having less fibres is associated with colon cancer and the dietary fibres may play a role in decreasing the risk of it.

The dietary fibres hold water so that stools are soft, bulky and readily eliminated. Therefore, high fibre intake prevents or relieves constipation.

The fibres increase motility of the small intestine and the colon and by decreasing the transit time there is less time for exposure of the mucosa to harmful toxic substances. Therefore, there is a less desire to eat and the energy intake can be maintained within the range of requirement. This phenomenon helps in keeping a check on obesity. Another reason in helping to decrease obesity is that the high-fibre diets have somewhat lower coefficients of digestibility.

The dietary fibres may have some adverse effects on nutrition by binding some trace metals like calcium, magnesium, phosphorus, zinc and others and therefore preventing their proper absorption. This may pose a possibility of nutritional deficiency especially when diets contain marginal levels of mineral elements. This may become important constraints on increasing dietary fibres. It is suggested that an intake of 40 grams dietary fibres per day is desirable. (Extracted from 'The Tribune')

(a) On the basis of your reading of the above passage make notes on it in points only, using recognizable abbreviations wherever necessary. Also suggest a suitable title.
5mks

The Importance of Dietary Fibres

1. Definition and importance of dietary fibres:

1.1 Refer to indigestible carbo. present in plant foods.

1.2 People having diet rich in fibres had low incidence of-

1.2.1 coronary heart disease

1.2.2 IBS

1.2.3 dental caries

1.2.4 gall stones.

1.3 Egs. of foodstuffs rich in dietary fibres

1.3 a. cereals, legumes, cabbage, carrots, green leafy vegetables, etc.

Characteristics of dietary fibres:

1.1 not digested by the enzymes of the stomach and the small intestines.

1.2 Have prop of holding H₂O & because of it they get swollen.

1.3 Add bulk to the diet and increase transit time in the gut.

2. Benefits of dietary fibres:

- 2.1 Prevent coronary heart disease.
- 2.2 increase cholesterol level.
- 2.3 increase prandial glucose level in the blood.
- 2.4 Recommended for the management of certain types of diabetes.
- 2.5 increase transit time and decrease the time of release of ingested food in colon.
- 2.6 Prevent or relieve constipation.

3. Dietary fibres check obesity:

- 3.1 increase motility of small intestine and colon by decreasing transit time.
- 3.2 less desire to eat and energy intake can be maintained within the requirement range.
- 3.3 This phen. helps to keep a check on obesity.
- 3.4 High-fibre diets also have lower coefficients of digestibility.

4. Adverse effects of dietary fibres on nutrition:

- 4.1 Bind some trace metals like calcium, magnesium, phosphorous etc. & prevent their properabsorption.
- 4.2 This poses possibility of nutritional deficiency.
- 4.3 May also become an imp. constraint on increasing dietary fibres.
- 4.4 Suggested intake of 40 gm dietary

Key/ Glossary used

Eg.- example
Prop-
properties
Phen. Phenomenon
Carbo.-
carbohydrates

(b) Write a summary of the above in up to 50 words. 3mks

The Importance of Dietary Fibres

Dietary fibres are the indigestible carbohydrates present in plant food. Their intake is important as they lower coronary heart disease, irritable bowel syndrome, gall stones etc. These dietary fibres, which are found in cereals, grains and some fruits, have the property of holding water andso are beneficial to prevent and reduce heart disease and cholesterol level. They also help to keepa check on obesity and relieve constipation. It is suggested that an intake of 40 grams dietary fibres per day is desirable because an excess of these can have an adverse effect on nutrition.

QUESTION 5

What actually is a robot? When different persons have different concepts of robots, the only wayof deciding what really is a robot is to look for a definition of the term robot.

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The dictionary meaning of a robot is that it is an automatic apparatus or device that performs functions ordinarily ascribed to human beings or operates with what appears to be almost-human intelligence. It is interesting to observe that this meaning does not give a human shape to the robot. In order to dramatise the fact that the robot does the work of a human being, a human shape is given to the robot in science-fiction stories and movies. The human shape is irrelevant as far as the functions of the robot are concerned.

The Robot Institute of America, which is an association of several robot manufacturers gives the following definition of an industrial robot.

“An industrial robot is a reprogrammable, multifunctional manipulator designed to move material, parts, tools or specialised devices through variable programmed motions for the performance of a variety of tasks.”

The key word in this definition is ‘reprogrammable’. This means that a robot is capable of being reprogrammed. This feature is the one that distinguishes it from a fixed automation. A fixed automation is designed to do one, and only one, specific task. If the specifications of the tasks change even slightly, the fixed automation becomes incapable of performing the task it was designed to perform according to one fixed specification. However, a robot can be reprogrammed to perform even when the specifications are changed drastically. The original program is simply erased and the new program takes care of the changed tasks.

The characteristic that a robot can be reprogrammed to handle a variety of tasks makes the robot a flexible device. Because of the flexibility offered by robots, manufacturing systems which use robots are called Flexible Manufacturing Systems (FMS).

Karel Capek was responsible for introducing the word robot. Sir Isaac Asimov is the one who coined the word robotics. According to Asimov, robotics is the science of dealing with robots. Hence robotics involves a scientific study of robots. The study includes design, selection of materials of proper quality for the components, fabrication, study of various motors required for moving the components, design of electronic circuits, computers and computer programming, and control of robots. Since robots and robotics are still in the developing stages, a considerable amount of research is required and is being pursued. Robotics involves various disciplines- mechanical engineering, material science, electronics, computer science, computer engineering, and control systems, to name just a few. Depending on the area in which robots are to be used, robotics includes disciplines such as biology, medical science, psychology, agriculture, mining, outer space engineering etc.

Basically, there are two types of robots: fixed and mobile. A fixed robot is attached to a stationary platform. A fixed robot is analogous to a human standing or sitting in one fixed location while doing his work with his hands. A mobile robot moves from place to place. Mobility is given to robots by providing wheels or legs or other crawling mechanisms. A mobile robot can be given a human shape, but the actual shape has nothing to do with the functions of the robot. Wheeled locomotion is good for smooth terrains. For rugged terrain, legged locomotion is preferable. A mobile robot should have at least three wheels or legs for stability.

(a) On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary. Supply an appropriate title to it.

5

(a) Robots and Robotics

I. Robot Definition

(i) Dict meaning

(a) auto apparatus

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- (b) performs funcs ascribed to humans
- (c) human shape irrelevant for functioning
- (ii) RIA defines robot
 - (a) reprogrammable – different from fixed automation
 - (b) Flexible – used in FMS

II. Robotics

- (i) Karel Capek introduced word robot
- (ii) Isaac Asimov defined Robotics – science dealing with robots
- (iii) Study includes steps:
Design → Selection of material → fabrication → motor selection → EC
design → Computers and comp progmg Robot Ctrl

III. Disciplines involved in Robotics

- (a) Electronics
- (b) Material Science
- (c) Computer Engineering
- (d) Control Systems
- (e) Mechanical Engineering
- (d) Computer Science

VI. Robot Types

- (i) Fixed
 - (a) stationary
 - (b) analogous to standing human
- (ii) Mobile – mobility due to
 - (a) wheels – good for smooth terrain
 - (b) legs – good for rugged terrain
 - (c) another crawling mech

Key /Glossary used

Dict- dictionary
Auto- automatic
Funcs- functions
RIA- Robot Institute of America
FMS- Flexible manufacturing system
EC- electronic circuits

(b) Write a summary of the above passage in up to 50 words.

3

Robots and Robotics

A robot is a flexible reprogrammable automatic device that works just like human beings and operates with almost man-like intelligence. Robotics is the scientific study of robots. It includes design, selection of proper materials, design of electronic circuits, computers and computer programming and controls. Robotics is a combination of many disciplines – electronics, material science, computer engineering, computer science, mechanical engineering etc. Robots can be fixed or mobile. A mobile robot moves from place to place with the help of wheels or legs or other crawling mechanisms.

Questions for practice

Question 1

1. Soft or social skills (also called non-technical skills) are those personal values and interpersonal skills that determine a person's ability to work well with others in a project team. Soft skills are needed to deal with the external world and to work in a collaborative manner with one's colleagues. These skills include effective communication, leadership, and teamwork skills; demonstrating problem solving abilities, initiative, and motivation skills; displaying honesty and strong work ethics. Soft skills play a vital role for academic and professional success; they help us excel in the workplace and their importance cannot be denied in the emerging information or knowledge society.
2. Various components comprise soft skills. Some are inborn such as confidence, friendliness and whether or not someone has a sociable nature, while others are skills that can be taught or improved upon, such as developing effective communication, organization, and social graces. A large number of soft skills are known today. However, a different set of soft skills is required for a specific type/nature of work. For our purpose these may include the following, communication skills, listening skills, presentation skills and interpersonal skills
3. Developing soft skills needs practice. These are acquired and experienced on the spot. Soft skills cannot be acquired by merely reading textbooks. The soft skills we gain equip us to excel in our academic/professional life and in our personal life. It is a continuous learning process. Development of soft skills has two parts. One part involves developing attitudes and attributes, and the other part involves fine-tuning communication skills to express attitudes, ideas, and thoughts. Perfect integration of ideas and attitudes with appropriate communication skills in oral, written, and non-verbal areas is necessary for successful work. Attitudes and skills are integral to soft skills. Each one influences and complements the other.

a) On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary - minimum four) and a format you consider suitable. 5 marks

(b) Write a summary of the passage in about 50 words. 3 marks

Question 2

1. The nine-letter word "interview" can cause the most knowledgeable and strong people in the world to perspire. That may be one reason, political leaders and corporate giants normally do not agree for an interview. But the popular ones, or those who want to make an impact, willingly give interviews. In modern times, whether you like interview or not, your prospects depend on its success. So you must know what an interviewer expects from you.
2. First an academic question. What is an interview? It is a discussion in which an interviewer faces a candidate for a short while and asks questions to probe his

knowledge and awareness on the subject. This is done to assess the personality of the interviewee. It is a very formal means of interaction with one person facing a group of persons, each of whom is a specialist in his or her field.

3. Knowledge is an important component of success in an interview. It has two aspects: range and depth. The former implies that you should know a lot beyond your own specialisation and the latter means an awareness of the various aspects of the topics under discussion. In-depth knowledge is gained through reading and listening. Listening is more important than reading. Be a keen listener, store major facts in your mind, and use them at the appropriate time.
4. Next comes appearance, which means your dress for the interview. You must be elegantly attired for the occasion. Wear a simple outfit that suits your physique and features. Women should wear sarees or any other sober dress. Casuals like kurta-pajama should not feature in your selection of dresses.
5. Conducting yourself in an apt way is equally significant. The way you move, sit on the chair, place your hands, and your briefcase, and talk to the members reflect your behaviour. Walking sloppily, talking loudly or inaudibly, getting irritated easily, and showing documents insistently are symptoms of bad behaviour. A better way is to enter the room smartly, move forward with dignity, greet the board, sit when asked to, and thank at the end before you leave.
6. Expression is the most important aspect of the interview. It conveys your views and opinions. For good expression, what you need is clarity of mind and speech. Show your balanced thinking to convey your views clearly.
7. Convey your views effectively. In an interview, you may be asked questions where you have to either agree or disagree. Whatever your approach, convince the board that it is unbiased. The board may not agree with your view. Even if you disagree, let not your face show it. Create an impact through your expressions. Give the impression of being a leader. Show that you can cooperate and get the cooperation that you can share views and get people to accept your authority to reach decisions, and implement them.
8. Finally, never consider yourself to be a perfect man. Being a human being makes you susceptible to flaws. However, try to conform to the highest standards and reach as close to perfection as possible.

- (a) Make notes on the above passage in any suitable format. Use recognisable abbreviations wherever necessary and give a title to the passage. 5mks
(b) Write a summary of the passage in about 50 words based on your notes. 3mks.

Question 3

1. It doesn't happen only in slums, but in marble mansions as well, and increasingly so. Women's groups were therefore dismayed, when the last Lok Sabha allowed the Domestic Violence Prevention Bill to lapse. But it was just as well that the Bill, with

all its infirmities, wasn't pushed through hurriedly. The ramifications of a law without sufficient teeth are all too familiar. Women's organizations have been agitating to plug the loopholes. Their efforts seem to have paid off. The UPA government is working on a Bill to replace the lapsed Domestic Violence Prevention Bill 2002. New clauses to make the legislation more effective are being incorporated. These include a more specific definition of domestic violence and the court's right to ask the perpetrator of violence to leave the house or pay the victim rent for an alternative accommodation. The court can also prohibit the abuser from entering the victim's workplace and also stop him from accessing bank accounts, lockers and other jointly held assets.

2. The proposed changes could make the life of thousands of battered women a lot better. Surveys by the International Centre for Research on Women estimate that 60 percent women face violence at some point in their marriages. More than anything else, it is the fear of being rendered homeless which forces victims of domestic violence to put up with humiliation and pain. The creation of protection officers (to be drawn from among social workers, women activists and judicial officers) to help the battered is another progressive step. The most significant change, however, is with regard to the definition of domestic violence. The Bill, in its earlier avatar, did not specify the kind of violence that amounted to abuse. Now that it has been identified – physical and sexual injuries, verbal, emotional and economic abuse – it will be easier to pin down an offender. It would be possible to book even an occasional offender, not necessarily a 'habitual one', as under the lapsed Bill. The move to grant temporary custody of children to the aggrieved woman will ensure that she is not blackmailed into withdrawing the case. Indeed, the need for legislation to afford protection to women in their own homes is a telling comment on the degree of their vulnerability. In our largely patriarchal society, where women's rights are often denied, it is best to rule out any scope for ambiguity. The new Bill promises to be more specific in objective, wider in scope, and stringent in its punitive power. It is hoped that it will be finalized and passed without the inordinate delay that has been the fate of legislation regarding women.
3. Mountaineer Al Read has logged many notable first ascents and now serves as president of a company in Wyoming that leads paying clients to the summits of some of the world's toughest –and most dangerous mountains each year. Read says, "I can remember when I was getting into situations where I thought I could be killed. I would say, 'Oh God, don't let me be killed here. I'll never do this again.' But we'd get back down safe we'd say, "Man was that great! You forget how scary it was, and you go back again."
4. Psychologists note that some people seem to have a strong craving for adrenaline rushes as a personality trait. Like extreme athletes, Emily Cook's appetite for risk appeared at a young age. "I was both a skier and a gymnast," said the former U.S. aerials ski champion. "I was one of those kids who enjoyed and excelled at anything acrobatic, anything where you were upside down." And as her expertise grew, so did the stakes. "As I started doing harder tricks, I was drawn to the fear factor," she said. "There are definitely moments when a new trick seems like the stupidest thing in the world. But overcoming that [fear] is just the coolest feeling in the world."
5. Cook's risk became reality – she broke both feet during a jump. "As an injured athlete

coming back, my reaction is to stop and reduce the risk a bit,” she said. “I’ve had to change my mentality. Now there is a fear of pain, injury, and even the fear of not being able to do it like I could before,” she said. Shane Murphy, a sports psychologist, says he is struck by the way they redefine risk according to their skills, experience, and environment. “I’ve worked with groups climbing Everest, including one group without oxygen. To me that just seems like the height of risk. But [the climbers] took every precaution they could think of,” he said. “They weren’t going out there to get hurt.” Murphy said the perspective of extreme athletes is very different from our own. “We look at a risky situation and know that if we were in [that situation] we would be out of control,” he said. “But from the [athletes’] perspective, they have a lot of control, and there are a lot of things that they do to minimise risk.”

6. As Read, of Exum Mountain Guides, feels the “dangerous” activities are statistically not as risky as outsiders would assume. Another key aspect of risk perception may be “the flow” or “the zone.” It is a state of becoming absorbed completely on the present. “Something that makes your adrenaline flow and you become very concentrated on what you’re doing,” Read said. “After it’s over, there’s exhilaration. You wouldn’t have that same feeling if the risk hadn’t been there.” People experience “flow” at different times. As a result, some may always be driven to adventures that others consider extreme.

- a) On the basis of your reading of the passage make notes on it in points only, using abbreviations wherever necessary. Supply a suitable title. 5mks
b) Write a summary of the passage in 50 words. 3mks

Transformation of Sentence

Transformation is a process of changing the form of a sentence without changing its basic meaning. It enables a person to express the same thing in a different way without affecting the meaning.

For example:

1. Open the window.
Will you please open the window?
Open the window, will you?
You are requested to open the window.
- 2 Please give me that book.
Will you please give me that book?
Would you mind giving me that book?
- 3 My sister is very intelligent.
My sister is not a fool.
- 4 Rohan is too weak to drive.
Rohan is so weak that he cannot drive.

In these sentences, different forms of the same sentence have been given. Notice that though their form is different their meaning is the same.

A. Simple to Complex

Example: 1. He drove **too** fast for the police **to** catch (simple)
He drove **so** fast that the police **could not** catch him (Complex sentence)

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2. Raj is **too** honest **to** cheat. (simple)

So + that + he cannot

Raj is **so** honest **that** he **cannot** cheat.

Things to remember

- **too** is replaced by **so/such**
- Infinitive is changed into '**that** + Negative adverb clause of result

Transformation of "subject + verb + too + Adjective/adverb + infinitive" to "principal clause (with so/such) + that + adverb clause".

Exercise 1

Rewrite the following sentences by removing the adverb 'too'.

1. He is too proud to beg.
2. This concept is too difficult for you to understand.
3. The table was too heavy for me to lift.
4. He speaks too fast for me to follow.
5. He is too old to walk without support.
6. There was too much noise for me to hear anything properly.
7. The laptop was too expensive for me to buy.

Answers

1. He is so proud that he will not beg.
2. This concept is so difficult that you cannot understand it.
3. The table was so heavy that I could not lift it.
4. He speaks so fast that I cannot follow him.
5. He is so old that he cannot walk without support.
6. There was so much noise that I could not hear anything properly.
7. The laptop was so expensive that I could not buy it.

Exercise 2

1. She is so old that she cannot be hired for this job.
2. He was so tired that he could not even stand up.
3. The movie was so hilarious that we could not stop laughing.
4. The room was so dark that I could not see anything properly.

Answers

1. She is too old to be hired for this job.
2. He was too tired to even stand up.
3. The movie was too hilarious for us to stop laughing.
4. The room was too dark for me to see anything properly.

By removing **ENOUGH** and **TO**

Transformation of "subject + verb + Adjective/Adverb + enough + infinitive"

to
“principal clause (with so + that + adverb clause)”.

Look at the example given below:

He is tall **enough to** be a soldier.

So + that + adverb clause

He is **so** tall **that he can** be a soldier

They are rich **enough** to buy a car.

They are **so** rich **that** they **can** buy a car

Exercise 3

1. *He's strong enough to lift that drum.*
2. Sohan is smart enough to impress the boss.
3. Rathika is foolish enough to believe the strangers.
4. Kalpana is tall enough to clean the ceiling fan.
5. Meenu is fast enough to catch the train

Answers

1. Sohan is so smart that he can impress the boss.
2. Rathika is so foolish that she can believe the strangers.
3. Kalpana is so tall that she can clean the ceiling fan.
4. Meenu is so fast that she can catch the train.

Transformation of Degree

B. Kinds of Degree:

The degree of comparison is three kinds.

1. Positive degree
2. Comparative degree
3. Superlative degree

Positive: In this degree, we speak about a thing and do not find any comparison.

1. Jon is as smart as his brother.
2. Gopal is as clever as Madan.
3. You are not as intelligent as her.
4. The flower is not as beautiful as the rose.

Comparative: In this degree, we speak about two things and compare.

For example:

1. The theater is bigger than the hall room.
2. The boy is more handsome than Ratan.

Superlative: In this degree, we speak more than two same things and compare.

For example:

1. Sonali is the best girl in the class.
2. This tree is the tallest in the garden.

I. Transformation from positive to comparative degree

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1. Mansi's sister is not as bright as Mansi.
2. No other building of the country is as beautiful as The Taj Mahal.
3. The parents are not as playful as their children.
4. Ajay's brother is not as handsome as Ajay.

Answers

1. Mansi is brighter than her sister.
2. The Taj Mahal is more beautiful than any other building of the country.
3. The children are more playful than their parents.
4. Ajay is more handsome than his brother.

Points to Remember

- Adjective/adverb is put into the comparative form along with 'than'.

II. Transformation from comparative to positive degree

1. Mamta is more intelligent than Sunita.
2. Gold is more precious than any other metal.
3. Shakespeare is greater than any other dramatist.

Answers

1. Sunita is not as intelligent as Mamta.
2. No other metal is as precious as gold.
3. No other dramatist is as great as Shakespeare.

III. Transformation from comparative to a superlative degree

Examples:

1. Rani is **prettier than** any other girl in the class. (Comparative)
Rani is **the prettiest** girl in the class. (Superlative)
2. Dogs are **more faithful than** any other animals. (Note the use of any other in this structure.)
Dogs are **the most faithful** animals.

Exercise

1. America is richer than any other country in the world.
2. Mussoorie is not healthier than any other hill station in UP.
3. Man is more dangerous than any other animals.

Answers

1. America is the richest country in the world.
2. Mussoorie is as healthy as any hill station in U.P.
3. The man is the most dangerous animal.

Points to remember:

- (a) Any other/no other is left out.
- (b) The comparative form is changed into superlative form.
- (c) 'Than' is removed, 'the' is added before superlative degree.

IV. Transformation of kinds of statements.

(a) Interrogative to Assertive—

Examples:

1. Does man live by water alone?

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Man does not live by water alone.

2. Who can deny the fact?

No one can deny the fact.

- An affirmative question becomes a negative statement.
- A negative question becomes a positive statement.

Exercise:

1. Is this the kind of dress to wear to work?
2. Is that the way a gentleman should behave?
3. Who does not know the vulture?
4. Can you gather grapes from thorns?
5. Shall I ever forget that experience?

Answers

1. This is not the kind of dress to wear to work.
2. This is not the way a gentleman should behave.
3. Everybody knows the vulture.
4. You cannot gather grapes from thorns.
5. I shall never forget that experience.

V. Transformation of Affirmative to Negative

1. Always ————— Never (Opposite word of Verb, Adjective and Noun)

If we find the word “**Always**” in an affirmative sentence, we will write the word “**Never**” instead of that word [Always] and make the opposite word of the **verb, adjective, and noun** at the time of the negative sentence.

For Example:

Affirmative: I will **always** remember you.

Negative: I will **never** forget you.

Affirmative: He is **always** present.

Negative: He is **never** absent.

2. Sometimes———— (Not) always (Opposite word of Verb, Adjective, Noun)

If we find the word “Sometimes” in an affirmative sentence, we will write the word not “Always” instead of that word [Sometimes] and make the opposite word of the verb, adjective, and noun at the time of the negative sentence.

For Example:

Affirmative: He sometimes smokes.

Negative: He does not always smoke.

Affirmative: The rich are sometimes happy.

Negative: The rich are not always happy.

3. Must ————— cannot but/ cannot help

If we find the word “Must” in an affirmative sentence, we will write the word “Cannot but/ cannot help” instead of that word [Must] at the time of the negative sentence.

For Example:

Affirmative: He must buy a grammar book.

Negative: He cannot but buy a grammar book.

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Affirmative: We must love one another.

Negative: We cannot but love one another.

4. All ————— No (Opposite word of Adjective, Verb)

If we find the word “All” in an affirmative sentence, we will write the word “No” instead of that word [All] and make the opposite word of the verb, adjective, and noun at the time of the negative sentence.

For Example:

Affirmative: All men are mortal.

Negative: No man is immortal.

Affirmative: All must die.

Negative: No one can escape death.

5. For good/ forever ————— Never (Opposite word of Verb)

If we find the word “For good/ forever” in an affirmative sentence, we will write the word “Never” instead of that word [For good/ forever] and make the opposite word of the verb at the time of the negative sentence.

For Example:

Affirmative: I have sold the house forever.

Negative: I will never buy the house.

Affirmative: He has left the village forever.

Negative: He will never come to the village again.

6. Every ————— No (Opposite word of Verb, Adjective)

If we find the word “Every” in an affirmative sentence, we will write the word “No” instead of that word [Every] and make the opposite word of verb and adjective at the time of the negative sentence.

For Example:

Affirmative: Everybody is dependent.

Negative: Nobody is independent.

Affirmative: Everyone loves flowers.

Negative: No one hates flowers.

7. Have to/ has to ————— cannot but / cannot but help v-ing

If we find the word “Have to/ has to” in an affirmative sentence, we will write the word “Cannot but/ cannot but help v-ing” instead of that word [Have to/ has to] at the time of negative sentence.

For Example:

Affirmative: I have to buy a new house.

Negative: I cannot but a new house.

8. As soon as ————— No sooner had —than

If we find the word “As soon as” in an affirmative sentence, we will write the word “No sooner had— than” instead of that word [As soon as] at the time of the negative sentence.

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For Example:

Affirmative: As soon as I arrived home, it began to rain.

Negative: No sooner had I arrived home than it began to rain.

9. Many _____ (Not) a few

If we find the word "Many" in an affirmative sentence, we will write the word not "A few" instead of that word [Many] at the time of the negative sentence.

For Example:

Affirmative: I have many friends.

Negative: I do not have a few friends.

10. A few _____ (Not) many

If we find the word "A few" in an affirmative sentence, we will write the word not "Many" instead of that word [A few] at the time of the negative sentence.

For Example:

Affirmative: I have bought a few books.

Negative: I have not bought many books.

11. Much _____ (Not) a little

If we find the word "Much" in an affirmative sentence, we will write the word, not "Little" instead of that word [Much] at the time of the negative sentence.

For Example:

Affirmative: He wants much water.

Negative: He does not want a little water.

12. A little _____ (Not) much

If we find the word "A little" in an affirmative sentence, we will write the word not "Much" instead of that word [A little] at the time of the negative sentence.

For Example:

Affirmative: I want a little milk.

Negative: I do not want much milk.

13. Only (Person) _____ None but

If we find the word "Only" after that any person in an affirmative sentence, we will write the word "None but" instead of that word [Only] at the time of the negative sentence.

For Example:

Affirmative: Only God can help us.

Negative: None but God can help us.

14. Only (Thing) _____ Nothing but

If we find the word "Only" after that anything in an affirmative sentence, we will write the word "Nothing but" instead of that word [Only] at the time of the negative sentence.

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For Example:

Affirmative: Only the moon was visible.

Negative: Nothing but the moon was visible.

15. Only (Number/age) ————— Not more than/ not less than

If we find the word “Only” after that any number and age in an affirmative sentence, we will write the word “Not more than/ not less than” instead of that word [Only] at the time of the negative sentence.

For Example:

Affirmative: Amit is only 16 years old.

Negative: Amit is not less than 16 years old.

Affirmative: You got only 50 % marks in English.

Negative: You got not more than 50 % marks in English.

16. Both__ and ————— Not only __ but also

If we find the word “Both __ and” after that any number and age in an affirmative sentence, we will write the word “Not only __ but also” instead of that word [Both__ and] at the time of negative sentence.

For Example:

Affirmative: Both Rita and Gita were beautiful.

Negative: Not only Rita but also Gita was beautiful.

Affirmative: Ramen is both honest and faithful.

Negative: Ramen is not only honest but also faithful.

17. As- as ————— Not less- than/ not com (adj) than

If we find the word “As __ as” in an affirmative sentence, we will write the word “Not less- than/ not com (adj) than” instead of that word [As __ as] at the time of negative sentence.

For Example:

Affirmative: Rupali is as beautiful as Sonali.

Negative: Rupali is not less beautiful than Sonali.

18. For the last time ————— Never

If we find the word “For good/ forever” in an affirmative sentence, we will write the word “Never” instead of that word [For good/ forever] and make the opposite word of the verb at the time of the negative sentence.

For Example:

Affirmative: I warn you for the last time.

Negative: I shall never warn you again.

19. Alone (Person) ————— None but

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If we find the word “Alone” after that any person in an affirmative sentence, we will write the word “None but” instead of that word [Alone] at the time of the negative sentence.

For Example:

Affirmative: God alone can help me in this situation.

Negative: None but God can help me in this situation.

20. Too—to

So—that

If we find “Too—to” in an affirmative sentence, we will use “So— that” instead of that word [Too — to] at the time of the negative sentence.

For Example:

Affirmative: He is too weak to walk.

Negative: He is so weak that he cannot walk.

21. Superlative degree (The best) ———— No other

If we find “Superlative degree (The best)” in an affirmative sentence, we will use “No other” instead of that word [Superlative degree (The best)] at the time of the negative sentence.

For Example:

Affirmative: Arun is the best boy in the class.

Negative: No other boy in the class is as good as Arun.

22. Than any other/ than all other ———— - No other

If we find “Than any other/ than all other” in an affirmative sentence, we will use “No other” instead of that word [Than any other/ than all other] at the time of the negative sentence.

For Example:

Affirmative: Sumit is better than any other boy in the class.

Negative: No other boy in the class is as good as Sumit.

23. Using helping verb + not without

For Example:

Affirmative: You have power.

Negative: You are not without power.

24. If the sentences are universal truth, you should make the sentences interrogative negative.

For Example:

Affirmative: The sun rises in the east.

Negative: Does not the sun rise in the east?

Affirmative: The earth is round.

Negative: Is not the earth round?

25. Am, is, are, was, were + adjective ———— negative and opposite word of adjective

If we find the word “Am, is, are, was, were + adjective” in an affirmative sentence, we will write the word “Not” instead of that word [Am, is, are, was, were + adjective] and make the opposite word of adjective at the time of negative sentence.

For Example:

Affirmative: Man is mortal.

Negative: Man is not immortal.

Affirmative: She is present.

Negative: She is not absent.

What is Clause?

The clause is where there will be a subject and a predicate as a group of words, but that will not be considered as a full sentence. The clause can be of two types. Those are

1. Independent Clause:

A Clause that –

- contains both a subject and a predicate.
- can stand alone as a sentence or
- can be a part of a multi-clause sentence.
- uses conjunctions such as – or, for, nor, so, yet, and, but.

Example: We visited Agra, **but** we did not go to Taj Mahal.

2. Dependent Clause:

A Clause that is –

- that have a subject and a predicate
- cannot stand alone as a sentence
- always be a part of a sentence, on which it depends for meaning.

A dependent clause is of three types – **Adjective Clause**, **Adverb Clause**, and **Noun Clause**.

1. Adjective Clause or Relative Clause:

An adjective clause or relative clause is like an adjective which comes before to change or modify the **noun** or **pronoun** by – who, which, that, where, when, whose, whom, whoever, etc.

Example:

- This is a resort **that** we saw on the TV.
- The Lady **who** was our tour guide is a American.

2. Adverb Clause or Adverbial Clause:

An **adverbial clause** or **subordinate clause** is a type of dependent clause which starts with subordinating conjunctions like – because, although, when, if, until, as if etc.

Example:

We will go to the zoo **if** it is sunny

Although it was hot, the pool kept us cool.

3. Noun Clause:

In a sentence when a clause functions as the complement, subject or object is called **noun clause**. It starts with the same words that begin adjective clauses, e.g., that, who, when, which, where, whether, why, how.

Example:

- What we saw at the Thor movie was amazing.

To understand the types of transformation of sentences we need to know the definition of the Simple Sentences, Complex Sentences, and Compound Sentences.

Simple Sentence:

When in a sentence that has one independent clause it is called **simple sentence**.

Example: He confessed his illegal act.

Complex Sentence:

When in a sentence that has one clause and one or more subordinate clauses it is called a **complex sentence**.

Example: He confessed that he was guilty of his illegal act.

Compound Sentence:

When in a sentence that has more than one main clause it is called the **compound sentence**.

Example: I went to watch a movie named Justice League, but the movie was already houseful.

Transforming Simple Sentences into Complex Sentences:

Converting Simple Sentences into Complex Sentences can be done easily. And this can be done by simply expanding a word or a [phrase](#) into a clause. Moreover, we can do the same thing when we want to change the Complex Sentences into Simple Sentences. And this can be done by eliminating a clause into a word or a phrase.

Few examples are given below to understand the concept and conventional rules of transforming between Simple Sentence and Complex Sentences:-

Rule: 1:

“**Present participle**” in a simple sentence, to convert into complex sentences by adding “**since/as/when**” at the first half of the sentence.

- **Simple Sentence:** Closing the door, I went back to school.
- **Complex Sentence:** When I closed the door, I went back to school.

Rule: 2

“**Being/ Verb+ing**” in a simple sentence, to convert into a complex sentence by adding “**as/when/since**” at the first half of the sentence.

- **Simple Sentence:** After winning a beauty contest she cried.
- **Complex Sentence:** As she won the beauty contest, she cried.

Rule: 3

“**Too...to**” in a simple sentence, to convert into a complex sentence by adding “**so...that (negative)**”.

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- **Simple Sentence:** He is too weak to carry the box.
- **Complex Sentence:** He is so weak that he cannot carry the box.

Rule: 4

“To” in the simple sentence, to convert into a complex sentence by adding “so that” in the sentence.

Simple sentence: We eat to live.

Complex Sentence: We eat so that we can live.

Rule: 5

In the simple sentence “in spite of/ despite”, to convert into the complex sentence by adding “though/ although” in the sentence.

- **Simple Sentence:** In spite of being rich, she is hard working.
- **Complex Sentence:** Though she is rich, she is hard working.

Rule: 6

“Because of” in the simple sentence, to convert it to the complex sentence by adding “since” at the beginning of the sentence.

- **Simple Sentence:** Because of his illness, he could not join the meeting.
- **Complex Sentence:** Since he was ill, he could not join the meeting.

Rule: 7

“Subject + verb + object + present participle” type of simple sentence, to convert it to the complex sentence by “subject + verb + object + relative pronoun of the object + be verb according to relative pronoun and tense + rest of the sentence”.

- **Simple Sentence:** I saw a bird flying.
- **Complex Sentence:** I saw a bird which was flying.

Rule: 8

In the simple sentence starts with “without”, by adding “if/ in case” is converted into the complex sentence.

- **Simple Sentence:** Without adding the sugar the dish will taste bad.
- **Complex Sentence:** If you do not add sugar the dish will taste bad.

Rule: 9

In the simple sentence “at the time” will be converted into “when” in the complex sentence.

- **Simple Sentence:** She woke up at the time of load shedding.
- **Complex Sentence:** She woke up when it was load shedding.

Rule: 10:

In the simple sentence, “adjective” will be converted into “that/which” in the complex sentence.

- **Simple Sentence:** It was a blue shirt.
- **Complex Sentence:** It was a shirt which was blue.

Exercise

1. Look at the words and phrases given below. Rearrange them to form meaningful sentences as given in the example.

Example : enthusiasm/celebrated/great/the/with/school/Sports Day/our/
Our school celebrated Sports Day with great enthusiasm.

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- (a) Function / arrangements / the / for / advance / made / in / many / were / days /
- (b) Prepared / our / programmes / Sport club / many / entertaining /
- (c) Occasion / a / was / small / this / exhibition / arranged / on

2. Look at the words and phrases given below. Rearrange them to form meaningful sentences as given in the example.

Example : Value/television/a/educative/in/to/addition/has/great/entertainment
In addition to entertainment television has a great educative value.

- (a) Attentively / lessons / students / so / that / interesting / televised / the / are / the /watch
- (b) Effective / lessons / the / taught / prove / through / television / very.
- (c) Be / subject / on / dull / a / can / made / screen / interesting /

3. Look at the words and phrases given below. Rearrange them to form meaningful sentences as given in the example.

Example : of / army / the / bravery / and / Indian / symbol / is / selfless / service
Indian army is the symbol of bravery and selfless service.

- (a) Terrorism / it / our / defends / and / borders / fights
- (b) Army / an / calamity / the / responds / in / manner / to / natural / exemplary / the /country / in
- (c) Is / army / the / of / proud / the / of / soldiers / contribution / immensely

Answers

- 1. (a) Arrangement for the function were made many days in advance
(b) Our Sports club prepared many entertaining programmes.
(c) Con this occasion a small exhibition was arranged.
- 2. (a) The interesting lessons are televised so that the students watch attentively..
(b) The lessons taught through television prove very effective,
(c) A dull lesson can be made interesting on screen.
- 3. (a) It defends our border and fights terrorists.
(b) The army responds to the natural calamity in an exemplary man.
(c) The army is immensely proud of the contribution of soldiers.

TENSES

The words 'tense' come from the Latin 'tempus' meaning time. Tense is the form of a verb that shows the time something happened, or is going to happen. There are three main tenses- past, present, and future. These tenses can be subdivided further as:

A. Simple Present	a. To express a habitual action:
Tense	e.g., He takes a walk daily.
	b. To express general truths:

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	e.g., Water is tasteless, colourless and odourless.
	c. To express fixed arrangements, present or future: e.g., Our annual examination starts on the 26 th of March
	d. For instructions or directions: e.g., Open the packet and pour the contents into hot water.
	e. For repeated actions or events: e.g., Baba Ramdev practices yoga every day.
B. Present Continuous Tense	a. Action going on at the time of speaking: e.g., The dog is running all around the garden.
	b. Repeated actions and events, happening around the present: e.g., Why is he hitting the dog?
	c. To depict a future event or arrangement. e.g., Maya and Ramya are going to cinema tonight.
	d. Temporary action may not be happening at the time of speaking: e.g., I am writing a novel.
C. Present Perfect Tense	a. An ongoing action that started in the past, but has not yet been completed: e.g., The professor has taught here for two decades.
	b. A series of the same action completed multiple times in the past, likely to happen again in the future: e.g., I've read the Shakespeare's play 'The Tempest' six times! [probably will see it again]
	c. An action that was completed very recently (often used with just or now): e.g., I shouldn't eat anymore because I've just brushed my teeth.
	d. A change over time: e.g., Thanks to the many months of practice, I have become an expert at salsa dance.
	e. An uncompleted action that is expected to be finished (in the negative): e.g., I haven't finished my paper, but it's due in an hour!

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	f. To add significance to a completed action: e.g., I've met the love of my life last night!
D. Present Perfect Continuous tense	a. To talk about action that started in the past and stopped recently: You don't understand because you haven't been listening.
	b. To talk about action that started in the past and is continuing now. This is often used with for or since: e.g., I have been reading for 2 hours. e.g., We've been studying since 9 o'clock.
E. Simple Past Tense	a) Referring to an action that happened in the past e.g., We went to the park yesterday evening.
	b) To refer an action that was true for some time in the past e.g., My grandfather played cricket when he was in school.
	c) To refer an action that took place for several time in the past e.g., I worked as an academic counsellor for various institutions.
F. Past Continuous tense	a) Action happening continuously in the past when another action interrupted it e.g., I was making dinner when she arrived.
	b) Actions happening at a precise time in the past e.g., The dog was barking in the night.
G. Past Perfect Tense	a) To express action in the past before another action in the past e.g., The train had arrived on the second platform when we reached the station
	b) Denoting the time until a specific point in the past e.g., Ann had completed all eight grades of western music by the time she was 15 years old.
	c) Stating information that was said or reported by someone. e.g., Mohit told me that Sujatha had cancelled the meeting this morning.
	d) To express a condition and a result: e.g., If I had woken up earlier this morning, I would have caught Tootles red-handed.

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H. Past Perfect Continuous Tense	a) To denote an action that has been the cause of another action or event in the past. Asha was completely exhausted as she had been travelling continuously for three days.
	b) Representing an action that progressed in the past until another action in the past e.g., I had been waiting to hear from the admissions officer for more than a month before I applied to other colleges.
I. Simple Future Tense	a) For events or actions that are about to happen in the near future e.g., Agnes will be here in an hour.
	b) To make guesses or predictions about the future e.g., The weather forecast said that there will be hail storms tomorrow.
	c) To ask questions about the future e.g., Won't she be ready to give the chief guest address on the annual day?
	d) To think about future consequences, possibilities or conditions e.g., Our country will be able to progress only if we can eliminate corruption completely.
	e) To give orders or commands e.g., You will need to provide all the supporting documents if you want the loan to be sanctioned as soon as possible.
f) Future Continuous Tense	a) To talk about a future action that will take place over a length of time and won't happen all at once. e.g., Tomorrow night, the fireworks will be shooting into the sky.
	b) To make comparisons between the present and the future: e.g., By this time next week, I will be surfing in California.
	c) To emphasize future plans and intentions e.g., My uncle'll be coming to visit us next month.
g) Future	a) To talk about an action that will finish before a certain time in

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Continuous Tense	the future: e.g., By eight o'clock tomorrow, I will have taken off for America.
	b) To talk about an action that will be completed before another event takes place e.g., My mother will have cooked food before she left the house.
	c) To express conviction that something has happened in the near past e.g., The police will have caught the thief by now.
d) Future Perfect Continuous Tense	a) To denote an action or event that will keep going on until a certain point of time or another event in the future. e.g., Next month, I will have been following a diet for three months.
	b) To depict an action or event that is the cause of some other action or event that will happen in the future. e.g., Varun will be well-versed in all the concepts of classical music by 2024, as he will have been specialising in classical music for more than five years.

Solved Exercise - 1

I (a) _____ (live) in New York, where something extraordinary (b) _____ (happen) every April. In the first days of spring, those days when the air (c) _____ (turn) from blistering to balmy, a certain gladness envelops the city — strangers smile at each other and give way and actually look up from their screens while (d) _____ (walk). For a few short days, it's like we remember how we can live and who we (e) _____ (be) capable of being to one another.

Answer Key:

- a) live
- b) happens
- c) turns
- d) walking
- e) are

Solved Exercise - 2

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Suriya, 9 years old (a)_____ (live) with his mom Gauri in the slum area near the Coovum river in Chennai city. Gauri (b)_____ (work) as maid in the few houses near the slum and her income was very less that she (c)_____ (find) it very hard to run the family. Her husband Durai (d)_____ (die) in an accident when Suriya was 1 year old. All the savings (e)_____ (take) away by Suriya's paternal grandparents and his uncle.

Answer Key:

- a) lived
- b) was working
- c) found
- d) had died
- e) had been taken

Solved Exercise - 3

Global warming (a) _____ (be) the long-term warming of the planet's overall temperature. Though this warming trend (b)_____ (go) on for a long time, its pace (c) _____ (increase) significantly in the last hundred years due to the (d)_____ (burn) of fossil fuels. As the human population has increased, so has the volume of fossil fuels burned. The excess heat in the atmosphere (e)_____ (cause) the average global temperature to (f)_____ (rise) overtime, otherwise known as global warming.

Answer key:

- a) is
- b) has been going
- c) has increased
- d) burning
- e) has caused
- f) rise

Solved Exercise - 4

Before those people (a)_____ (live) in darkness, but now they (b)_____ (see) a great light. There (c)_____ (will) be no more gloom for the land that (d)_____ (suffer). In the past God (e)_____ (make) the lands of Zebulun and Naphtali hang their heads in shame, but in the future those lands (f)_____ (will) be made great.

Answer Key:

- a) lived
- b) have seen
- c) will
- d) suffered
- e) made
- f) will

Solved Exercise – 5

This planet (a)_____ (come) with a set of instructions, but we seem to have misplaced them. Important rules like (b) _____ (do) not poison the water, soil, or air, don't let the Earth get overcrowded, and (c)_____ not touch the thermostat (d)_____ (break). Buckminster Fuller (e)_____ (say) that Spaceship Earth was so ingeniously designed that no one has a clue that we are on one, flying through the universe at a million miles per hour, with no need for seatbelts, lots of room in coach, and really good food—but all that (f)_____ (change).

- a) came
- b) do
- c) do
- d) have been broken
- e) said
- f) is changing

Exercise For Practice

Complete the following sentences by filling the correct form of the verb.

Exercise 1

The messenger (a)_____ (ride) back at an easy trot, stopping pretty often at ale-houses by the way to drink, but (b)_____ (evince) a tendency to keep his own counsel, and to keep his hat cocked over his eyes. He (c)_____ (has) eyes that assorted very well with that decoration, being of a surface black, with no depth in the colour or form, and much too near together—as if they (d)_____ (be) afraid of being found out in something, singly, if they (e)_____ (keep) too far apart. They had a sinister expression, under an old cocked-hat like a three-cornered spittoon, and over a great muffler for the chin and throat, which (f)_____ (descend) nearly to the wearer's knees.

Exercise 2

“There is no good in my (a)_____ (go) to see little Hans as long as the snow lasts,” the Miller used to say to his wife, “for when people (b)_____ (be) in trouble they should be left alone and not be bothered by visitors. That at least is my idea about friendship, and I am sure I am right. So, I (c)_____ (wait) till the spring comes, and then I shall pay him a visit, and he will be able to give me a large basket of primroses, and that will make him so happy.”

“You are certainly very thoughtful about others,” answered the Wife, as she sat in her comfortable armchair by the big pinewood fire. “Very thoughtful indeed. It is quite a treat to hear you talk about friendship. I am sure the clergyman himself (d) _____ (cannot) say such beautiful things as you do, though he (e)_____ (do) live in a three-storied house and wear a gold ring on his little finger.”

“But could we not ask little Hans up here?” said the Miller’s youngest son. “If poor Hans is in trouble, I _____ (give) him half my porridge and show him my white rabbits.

Exercise: 3

Suddenly she turned from the window and (a)_____ (stand) before the glass. Her eyes (b) _____ (shine) brightly, but her face had lost its colour. Quickly she pulled down her hair and let it (c)_____ (fall) to its complete length. The James Dillingham Youngs (d) _____ (be) very proud of two things which they owned. One thing was Jim’s gold watch. It had once belonged to his father. And, long ago, it (e)_____ (belong) to his father’s father. The other thing was Della’s hair. If a queen had lived in the rooms near theirs, Della (f)_____ (wash) and dried her hair where the queen could see it. Della knew her hair was more beautiful than any queen’s jewels and gifts.

Exercise 4

Mr John Harrison, the boy’s guardian, felt only contempt for the good lady’s buoyancy of spirit, but nevertheless gave her an ingratiating smile.

‘I hope you (a)_____ (put) the boy to work while I’m away,’ he said. ‘Make some use of him. He (b)_____ (dream) too much. Most unfortunate that he’s finished with school, I don’t know what to do with him.’

‘He doesn’t know what to do with himself,’ said the missionary’s wife. ‘But I’ll keep him occupied. He can do some weeding, or read to me in the afternoon. I(c)_____ (keep) an eye on him.’

‘Good,’ said the guardian. And, having cleared his conscience, he made quick his escape.

Over lunch he told the boy: ‘I(d)_____ (go) to Delhi tomorrow. Business.’

It was the only thing he said during the meal. When (e)_____ (finish) he eating, he (f)_____ (light) a cigarette and erected a curtain of smoke between himself and the boy.

Exercise 5

"What (a)____ (do) you have to eat?" the boy asked.

"A pot of yellow rice with fish. Do you want some?"

"No. I (b)____ (eat) at home. Do you want me to make the fire?"

"No. I will make it later on. Or I may eat the rice cold."

"May I take the cast net?"

"Of course."

There was no cast net and the boy remembered when they (c)_____ (sell) it. But they (d)_____ (go) through this fiction every day. There was no pot of yellow rice and fish and the boy knew this too. "Eighty- five is a lucky number," the old man said.

"How would you like to see me bring one in that (e) ____ (dress out) over a thousand pounds?"

"I'll get the cast net and go for sardines. (f)____ you ____ (sit) in the sun in the doorway?"

Exercise 1- Answer Key:

- a) rode
- b) evincing
- c) had
- d) were
- e) kept
- f) descended

Exercise 2- Answer key

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- a) going
- b) are
- c) shall wait
- d) could not
- e) does
- f) will give

Exercise -3 Answer key

- a) stood
- b) were shining
- c) fall
- d) were
- e) had belonged
- f) would have washed

Exercise – 4, Answer Key

- a) will put
- b) dreams
- c) will keep
- d) am going
- e) had finished
- f) lighted

Exercise – 5, Answer Key:

- a) do
- b) will eat
- c) had sold
- d) went
- e) dressed out
- f) will, sit

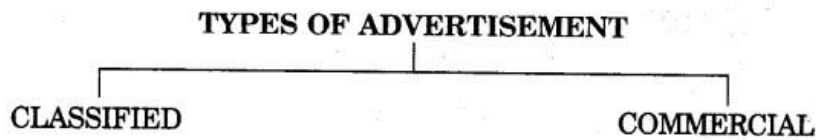
ADVERTISEMENTS

WHAT IS AN ADVERTISEMENT?

An advertisement is a public announcement made through a popular medium like newspapers, magazines, television, radio and the cinema. An advertisement may be displayed on a placard as well. It is non-personal, oral or visual message regarding a product, a service or an idea.

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Purpose: An advertisement attracts immediate attention of the public. It is a very potent tool for promoting sales or services. It is used to influence the minds, tastes and even motives of the masses. Remember, an advertisement is a play of words. It must be very attractive to catch the eye of the reader.



A **Classified advertisement** is written by an employer who is looking for the services of a person in his organization or to sell/purchase/rent any property or for many other purposes.

Kinds of classified advertisement:

- † 1.Situational vacant/situational wanted
- † 2.Sale & purchase
- † 3.TO-LET/Wanted accommodation
- † 4.Educational
- † 5.Missing
- † 6.lost and found
- † 7.Matrimonials
- † 8.Bussiness Proposals (Placement services)
- † 9.Tours &Travels

Main Characteristics of Classified Advertisements

- † They are categorized into columns according to different classes. The category is stated at the top.
- † They are written in short catchy phrases and words.
- † The language used is simple, factual, and formal.
- † They are short, concise and to the point.
- † All the relevant information is provided.
- † Contact name and address is given.
- † They are written in a box to attract attention.

1. SITUATION VACANT

This advertisement is written by an employer who is looking for the services of a person in his organization.

Include these Essential Details:

- Begin with 'Wanted' or 'Required'.
- State the name of the Company.
- Mention the post and the number of vacancies.
- Give age, sex, and preferential qualifications.
- State the mode of applying clearly.
- End with contact address and Phone numbers.

Question

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You are the manager, Herbal India Ltd. Draft an advertisement for your company for the post of two Sales Executives. Specify your requirements, qualifications, experience, and personality of the candidates. **Answer:**

SITUATION VACANT

Wanted two young and dynamic Sales Executives for our marketing division. Minimum Qualifications – M. Pharma. Work experience of at least 5 years. Proficiency in English, impressive personality & ready to travel. Good salary and other perks. Apply in confidence with complete biodata till 15 March 2013 to Manager, Herbal India 6 B/247, Ashok Vihar, New Delhi-110070

2. SITUATION WANTED

Here it is an individual who seeks a job. Include the following essential details:

- Qualifications and experience.
- Age and sex.
- Nature of the job sought.
- Minimum salary acceptable.
- Contact address and phone numbers.

Question:

You are Shirish Saxena of 47, Mall Road, Shimla. You are a young man of 35 with seven years of experience as an expert executive. You seek an immediate change to some prestigious export house in Mumbai! Bangalore. Draft a suitable advertisement for the 'Situation Wanted' column of a National Daily.

Answer:

SITUATION WANTED

A highly experienced young export executive in top export house needs change to some prestigious export house in Mumbai / Bangalore. Familiar with E-Commerce, marketing administration advance license etc. Minimum salary expected: 35,000+perks. Please write to Shirish Saxena, 47, The Mall, Shimla Tel.: 0177-2437195

3. SALE AND PURCHASE OF PROPERTY/VEHICLES/HOUSEHOLD GOODS ETC

Essential Details

- (General)Begin with for Sale/Purchase or Available/Wanted.
 - Mention the type of accommodation/Vehicle/Household item.
 - Give a brief physical description.
 - End with contact address & phone numbers.
- (a) **Property:** (Specific details)
- ‡ Specify size, floor, number of rooms etc.
 - ‡ Mention fixtures and fittings. ‡ Give the location and surroundings ‡ Price expected/offered.
- (b) **Vehicle:** (Specific details)
- ‡ State model/year of manufacturing.
 - ‡ the condition/mileage done.
 - ‡ Give color, accessories etc.
 - ‡ Price expected/offered.
- (c) **Household goods:** (Specific details)

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- † Mention brand, model, year of manufacturing.
- † Specify material, in case of furniture.
- † Give the present condition.
- † Quote price offered/expected.

Question:

You want to sell your flat in Ashok Vihar. Write out an advertisement giving necessary details in about 50 words. **Answer:**

FOR SALE

For Sale Ashok Vihar, DDA flat, first floor, two bedrooms. Drawing/Dining with full interiors, Car parking available. North / park facing, located near main market. Reasonable price. Contact: M.L. Goyal, 27263412

Question:

You want to purchase a flat. Draft an advertisement in about 50 words for a newspaper, detailing your requirements and your capacity to pay. **Answer:**

FOR PURCHASE

For purchase DLF Flat in South City / DLF Colony with three bedrooms, D/D with family lounge. Corner flat preferred. Price around 20 to 25 lacs. Bonafide owners or dealers to contact. M.K. Bhasin, 12, Pandara Road, New Delhi-110001. Phone 23285062.

4. TO LET

Essential Details:

- Begin with 'Available' or 'Wanted'.
- State the type of accommodation to let or required on rent.
- Give brief description of the accommodation.
 - size, floor, No. of rooms etc.
 - fixtures and fittings.
 - location and surroundings.
- expected etc.
- Contact address and phone number.

Question:

You want to let out a flat. Prepare an advertisement to this effect for publication in a newspaper, giving location of the building, nature of accommodation, rent expected etc.

Answer:

TO LET

Available on rent Sushant Lok, Ansals MIG flats, II floor, two B/Rs, lobby, balcony, fully furnished, well-ventilated. Walking distance from main market & taxi stand. Rent expected 5000 (fixed). Company lease preferred. Contact Subodh 2B/31, Sushant Lok, Ph. 27521012

5. EDUCATIONAL INSTITUTIONS

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Essential Details:

- Give the name of Institution/its past record.
- Mention the courses offered, duration.
- Specify the eligibility condition.
- List the facilities available and fee structure.
- Quote the last date for registration/application.
- End with contact address and phone number.

Question:

You are the Director of National Institute of Vocational Studies, New Delhi. Draft a suitable advertisement for publication in a national daily highlighting some of the special features of your institute. **Answer:**

VOCATIONAL STUDIES

NIVS offers diploma courses in Electronics, laser technology, computer and television hardware/software, fashion-designing etc. Duration – two years. Eligibility – Senior Secondary. Excellent faculty; Well-furnished labs and workshops. One-year training. Excellent past record of placement. Quarterly fee – ₹ 1500. Last date for Application – :30 May 20XX. Director National Institute of Vocational Studies, 27 Pusa Road, New Delhi. 25374098.

6. MISSING PERSONS/PET ANIMALS

Essential Details (Common):

- Begin with 'Missing'.
- Give brief physical description.
- Mention name, age & identifying features.
- Since when/from where missing.
- Reward offered.
- Contact address and phone number.

(a) Person (specific)

- † height, complexion, build.
- † clothes

(b) Pet (specific)

- † breed, colour of fur/skin, etc.

Question:

Your younger brother Sirish Mathur, aged 15, 145 cms tall, fair coloured with a scar on left forehead and dressed in blue jeans and white shirt has been missing for a week. Draft a suitable advertisement for the 'Missing Persons' column of a newspaper in about 50 words.

Answer:

MISSING PERSONS

Missing since 6 July, Shirish a young boy of 15, height 145 cms, fair complexion, blue eyes, short hair and a scar on left forehead. He was in blue jeans, white shirt and black shoes. Finder will be suitably rewarded. Inform SHO Dehradun. Phone- 2410000.

LOST AND FOUND

6. Essential Details:

- Begin with ‘Lost’ or ‘Found’.
- Specify the item.
- Give brief physical description.
- Mention when/where lost or found.
- Reward, if any.
- End with contact address and phone number

Question:

You are Prashant /Purnima of 202, Laxmi Nagar, New Delhi. You lost your briefcase while travelling by bus from Laxmi Nagar to Connaught Place, New Delhi. The briefcase contains some valuable documents, including your Board’s certificate for Ml India Secondary School Examination. Draft a notification in not more than 50 words to be published in The Indian Express under their column “Lost & Found”. Include all necessary details about the lost briefcase to establish your claim.

Answer:

LOST AND FOUND

I lost my brown VIP ‘classic’ brand briefcase with ‘Prashant’ written near the handle, while travelling by DTC bus route no. 89 from Laxmi Nagar to Connaught Place. It contains some valuable documents. Finder will be suitably rewarded. Contact: Prashant, 202 Laxmi Nagar, New Delhi or Phone 27190048

8. TRAVELS AND TOURS

Essential Details:

- Begin with ‘Package Available’, etc.
- State name of travel agency.
- Specify destination and duration.
- Supply details of package—food/boarding/lodging, sight-seeing etc.
- Give estimated cost and special discounts.
- End with contact address and phone number.

Question:

Sita Travels, 227 Jagriti Enclave, Delhi offers a package tour for 3 nights/4 days in Mauritius for f 10,000 per person. Draft an advertisement for publication in a national daily in about 50 words.

Give necessary details.

Answer:

TRAVELS AND TOURS

Attractive package available for Mauritius, 3 nights/4 days, breakfast and dinner, stay at 3-star hotel, sightseeing included.10,000 per person. Special discount for early birds. Contact: Sita Travels, 227 Jagriti Enclave, Delhi. Phone: 25362000.

9. BUSINESS PROPOSALS

Essential Details:

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- Begin with 'Wanted' or 'Available'.
- State specialization/service offered/required.
- Quote special terms/facilities, if any.
- End with contact address and phone number. **Question:**

You are the director of 'Pawan Hans' a placement agency with excellent track record. You provide skilled as well as unskilled workers to business establishments, construction companies and manufacturing houses. Draft an advertisement for a national daily offering your services to your prospective clients.

Answer:

PLACEMENT SERVICES

Available for immediate employment, skilled as well as unskilled workers suitable for business establishments, construction companies and manufacturing houses. For consultancy and confirmation, contact: Pawan Hans, 2/21 Kirti Nagar, New Delhi. Tel.: 5276688, 5270188.

10. MATRIMONIALS

Essential Details:

- Begin with Wanted/Alliance or Proposal invited.
- State boy/girl.
- Educational/Professional qualifications.
- Service/Profession — income.
- Age, height, complexion, build.
- Caste/sub caste — religion.
- Qualities sought in partner.
- End with Box No C/o the daily.

Question:

A highly placed IT professional settled in London seeks alliance with an exceptionally beautiful, educated, cultured and tall girl of status Punjabi family. Write a suitable advertisement for the 'Matrimonial' column of a national daily.

Answer:

BRIDE WANTED

Alliance invited for a very handsome, tall and cultured IT professional 29 years, 180 cm tall NRI settled in London as CEO of a reputed firm. Exceptionally beautiful, highly educated and cultured girl between 21 and 25 and at least 5'-4" tall. Only status Punjabi families. Box 867 B, The Times of India, New Delhi.

COMMERCIAL ADVERTISEMENTS OR DISPLAY ADVERTISEMENTS

Commercial advertisements are inserted by leading manufacturers, establishments, organizations etc. for the publicity and promotion of their products, services or some events.

Main Characteristics:

- Designed for commercial purposes.
- More space, more expensive in terms of the advertising costs.
- Visually attractive — varying font size or shape.

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- Language: colorful and lucid — catchy slogans, punch lines, witty expressions and pictures or sketches.
- Proportionate spacing. **Essential Details:**

- Name of the company/institute/organizers, etc.
- Details regarding the product/event/educational course etc.
- Special offers of discount if any
- Address of the company/institute/organizers, etc.

Question 1:

M/s Bright Vision have produced a new television named 'Home Theatre'. Draft an advertisement for a local daily to promote the sale of the television. Offer a Kodak Camera free along with the television to those who buy it before March 30.

Answer:

WATCH & CLICK OFFER
Free
A CLICK N SHOOT CAMERA
When you buy

HOME THEATRE

31" flat screen
HI-FI SOUND SYSTEM
COMPETITIVE PRICE

BUT HURRY

This is a limited offer
Open upto 30 March

Contact
Your nearest dealer Today

BRIGHT VISION TELEVISIONS
The promise of a happy home

Question 2:

Draft a display advertisement to promote the sale of Ajanta Steel Tubes and Pipes. **Answer:**

AJANTA

STAINLESS STEEL TUBES AND PIPES

The most reliable name in S.S. Tubes and Pipes in India

- ◆ ISI Standards
- ◆ Competitive Rates
- ◆ Rust Free
- ◆ All-weather fit

Approved by National and International Agencies

Caution: *Beware of spurious material*

For trade enquiries, contact:

AJANTA TUBES LTD. HISAR (INDIA)

Poster Writing

Objective: To raise awareness about various issues and bring out creative expression.

Posters are an important learning tool that combines both visual and verbal information. They are an effective medium to transmit a message that appeals to the senses.

A good poster should be simple, conveying the message in less than 50 words. Adding a hand drawn image appropriate to the theme helps to grab the attention.

3marks:Format : 1 , Content : 1, Expression : 1

Poster Types: Awareness poster / Invitation Poster:

COMMUNAL HARMONY

the
NEED OF THE HOUR
AVOID
DISTINCTIONS OF
CASTE, CREED & SEX
CURB

Communal Speeches/Writing
RESPECT EACH OTHER'S RELIGION
NO RELIGION TEACHES HATRED
LOVE & LIVE
TOGETHER
AS
BRETHREN

Issued in Public Interest by Friends of India Society

INDIA
A
SECULAR
STATE

LIVE
IN
AMITY
&
PEACE

To celebrate the birthday of
MUNSHI PREM CHAND
Hindi Sahitya Sabha, D.A.V. Sr. Sec. School, Ambala
invites
STUDENTS OF AMBALA SCHOOLS TO PARTICIPATE
in
Inter-School
POETIC RECITATION CONTEST
on
SUNDAY 17th AUGUST
from 9.30 a.m. to 12.30 p.m.
at the School Campus
and win a lot of
PRIZES

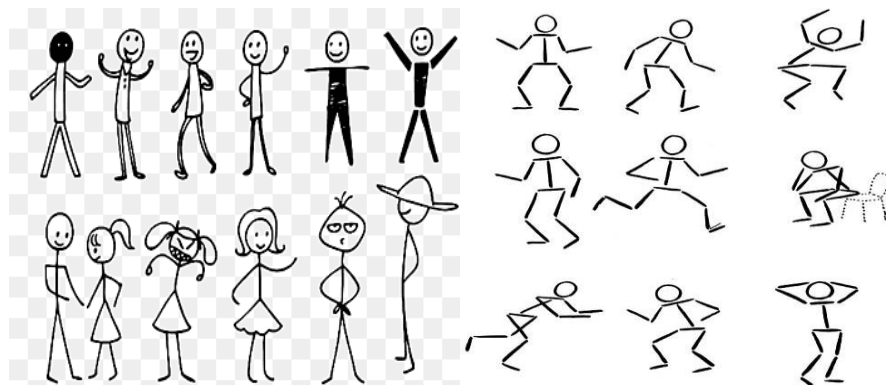
Contact
Secretary
HINDI SAHITYA SABHA

Courtesy: <https://www.cbsetuts.com/cbse-class-12-english-writing-skills-poster/>

Tips for an effective poster :

- 1) Heading/Title
- 2) Content
- 3) Issuing authority
- 4) Sketch or simple drawings like matchstick figures.
- 5) Description or details associated with the theme
- 6) Essential details like time, venue and date, in case of an event.
- 7) A catchy/suggestive title in the form of a slogan, jingle or short verse in bold letters.
- 8) To be presented in a box.

Given below are a few simple match stick figures that can be included in a poster.



Courtesy: <https://www.pngegg.com/en/png-dxhxw>

<https://www.pinterest.com/pin/306667055880229494/>

Practice Questions

1. The Literary Club of your city has decided to launch a course to learn Sanskrit during the summer vacation. You are Abhiram, an active member of the club. Prepare the poster including attractive caption, providing the highlights of the course.
2. Child labour steals the joys of childhood. Design a colourful and thought provoking Poster raising your voice against Child labour.
3. Your school is going to hold classes in swimming under the guidance of an experienced coach. Draft a poster giving all details of the class.
4. The habit of Reading has declined among the children of these days. Prepare an attractive poster projecting the necessity and the methods to cultivate this skill. Do not exceed 50 words.
5. Draft a poster to launch a drive for the conservation of water.
6. Encourage students to prepare Posters based on the following Topics.
 - Be a Hygiene Hero
 - Spelling Bee Competition
 - Health is Wealth
 - Green the Burn
 - Hold Our Old

SPEECH 5marks

Marking scheme

Format-1 mark

Content –2marks

Expression-2marks

Word limit :120-150 words

You would be asked to write speech on age appropriate ,contemporary social issues based on the verbal /visual cues given.

◆ Format:

(a) Address the gathering, e.g., Respected Principal, teachers, students, Good Morning.

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(b) Speech in three or four paragraphs.

(c) A speech ends with Thank you. The speaker thanks the listeners for their patient hearing.

◆ Content:

- A speech should begin with a catchy introduction in the form of an anecdote, quotation, statistical data or a thought-provoking question.
- A speech must reflect the speaker's clarity of thought, accuracy of facts and a balanced view through a comparison and contrast with other viewpoints.
- Organise the speech into introduction, main points and conclusion.
- Language and style should be a mingling of the serious and conversational modes.
- Notice that the speech opens with an address to the listeners. They are addressed in order of importance. Do not forget to address the student audience.
- Notice the conclusion. The speech ends with thanking the audience.
- Notice that the language and style are more conversational than that of an article.
- The structure of the content of a speech is very similar to that of an article/essay, i.e., having an introduction, main body and conclusion.

Question 1

You are Ankit/Ankita. You have to deliver a speech on the topic "Education Gives One Power". You have jotted down the following notes:

Education trains mind—sharpens skill and abilities—Education: a source of power—improve self—be independent—earn money—ignorance to knowledge—removes superstition—develops a free spirit—important for women: gives them freedom from social ills—-independent—responsible. Write your speech in 120- 150 words.

EDUCATION GIVES POWER

Respected Principal, teachers and friends!

Education provides us knowledge. It trains our mind and sharpens our skills and abilities. Education refines our tastes and temperaments and builds our thought process. Vocational courses help young boys to earn and learn together. They provide means of earning livelihood and open the route to employment.

Professional courses, as is evident from the name itself, equip us for adopting various professions. Some of these highly skilled professionals seek placements or jobs in esteemed companies and business concerns. Thus education is important for our survival. Decent living

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is impossible without good income or high salary. Education improves the quality of our life and frees us of superstition, foolish, meaningless mind-blocks and rituals.

If women are educated the whole family benefits. The food is hygienically prepared, children are healthy, well-mannered and disciplined. Education gives us power over our environment. We can control the situation and shape our destiny. Education spreads awareness among people and gives them freedom from social ills. It makes people independent by providing them means to learn their living.

They become responsible citizens and realise their rights and duties. In short, education gives one power.

Thank you.

Question 2

Although students have been using cell phones consistently in their daily lives for almost a decade, schools continue to resist allowing the devices into the classroom. Schools generally grapple with new technologies, but cell phones' reputation as a nuisance and a distraction has been hard to dislodge. Using information given below prepare a speech in about 120-150 words.

- encourage the non-educational use of devices in school.
- they will be a significant distraction for teachers and students.
- a potential tool for cheating.
- could encourage cyberbullying.
- other hand BYOD-Bring Your Own Device is gaining momentum as a learning tool.
- can be cost effective.
- banning any type of technology may foster inequity develop rules for how students physically handle the device in the class

Good morning to one and all. Honourable Principal Sir, respected teachers and my dear friends.

Today, I, Shalini, am here to share my views on 'Mobile technology in schools'. Of late, a new teaching-learning tool has come in our midst—the mobile devices. Critics believe that allowing these devices will only encourage their non-educational use in school. They feel that they will be a significant distraction for teachers and students. They also feel that it is a potential tool for cheating.

But I feel that if used judiciously, its benefits outweigh its negative points. These days, it has stopped being only a toy for entertainment and has in fact gained momentum as a learning tool. Students are more motivated to finish lessons on mobile devices than through traditional textbooks and workbooks. Using mobile technology makes students get more involved in classes. They correct mistakes in real time and are more excited to do the task. It is also cost effective for schools who need not purchase technology for students.

Teacher authority might be undermined when mobile technology is allowed in classroom.

But at the end of the day, the job of the teacher is to be the simulator and to guide the students. The only thing that changes is the traditional books. When used the right way, mobile technology has the potential to help students learn more and comprehend that knowledge. Though in India, not every student has a mobile at home. We can use this technology to make learners aware of how mobiles can be used for more than just to play games or to listen to music. Privacy issues should be considered and tracking of cookies should be done. All this will facilitate proper learning and help learners not deviate from the goal.

Thank you

Q 3. The recent rise in incidents of violent behaviour of students is a matter of concern for all. The problem can be cured if students learn how to manage anger. Write a speech on the topic in 120-150 words to be delivered in the school morning assembly.

Answer:

Good Morning!

Respected teachers and my dear friends. Today, I, Romila of Class XI am here to deliver my views on the topic, "Violence Among Students".

Recent news of the students' aggressiveness within the educational institution makes everyone think over it, how violent today's students are. Be it the school premises or any other place, they are unable to control their anger. On trivial issues, they become temperamental and are dealt with vandalism.

Why do these students have such hostile and antagonistic approach? There are so many reasons. The 'low self-esteem' among the students gives way to 'fear of failure, as a result, they become frustrated and adopt a combative attitude. They want to be the centre of attraction by showing their authority, covering their deficit in other areas of skills. They don't know how to manage their anger. These are the students classically regarded as 'Problem Students'. They often have attention deficit hyperactivity disorder (ADHD) and show verbal aggression as arguing, cut-down, threats, bossing, sarcasm and teasing.

On the other hand, they show physical aggression exhibiting actions like kicking, lifting, fighting, hurting others, and destroying things and objects as well. This problem can be curbed by teaching them how to manage anger through introspection, meditation, and counselling. Focus should be on moral science and anger management for these students. Parents of these students should be given tips on how to deal with patience and love. They should be taught to adopt a helping attitude. They should be appreciated for the task given to them rather than reprimanding and insulting them before other students. They should be made to come out of their shell of violence through love and care, and giving them what they desire.

Thank you

Q 4 Your PGT English Ms. Geetha is a short story writer also. 'Sky is not Far' is a collection of her latest short stories. This book has won a national award. Write a speech in 120-150 words you will deliver in her honour in the morning assembly.

Answer:

Very good morning to Principal Sir/Ma'am, respected teachers, and dear friends. I, Anita, would like to speak about our PGT English, Ms. Geetha, a national awardee for her collection of short stories, 'Sky is Not Far'.

Ma'am has had this literary talent for a long time. Many of us have already been made familiar with her publications earlier too. We were touched many a time, when in our Literary Club, she read out some of her short stories and requested us to write scripts to enact them in various functions in our school, in the special assemblies, and on two annual day programmes. The themes of her stories are child labour, old age crises, girl child, women empowerment, necessity of ethics for binding family members, compatibility, love for nature, and so on. Her lucid style, simple language, credible characterisation must have moved the jury to select her collection for the National Award.

We are proud of Geetha Ma'am as she is an inspiration for us, who wish to follow her footsteps. Let's hope with the passage of time, she is endowed with more and more awards. Thank you all.
Have a nice day.

Questions for practise.

Q 1. Sakshi Malik won a bronze medal in Rio Olympics. Every Indian felt proud of her. you, head girl of your school, want to deliver a speech in order to express your feelings. Write the speech in 120-150 words. Apart from your own ideas, use the following clues:

Wrestling mostly a male sport – Sakshi born in conservative surroundings – most unfavourable gender ratio for females – parental encouragement – one can't forget the look of determination on her face in the last three minutes of the bout

Q 2. Man's use of fossil fuels – coal, oil, and natural gas – together with deforestation has increased the concentration of atmospheric carbon dioxide, and heat-trapping greenhouse gas has begun the process of climate change. Higher temperatures are an indication of dangerous consequences: drought, disease, floods, and lost ecosystems.

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Using the information given above and your own ideas, write a speech in 120-150 words expressing your concerns about the rapidly increasing global warming and its consequences, giving your suggestions to improve the situation.

Q 3 Are regular examinations necessary for the development of student's career. Vibha has made the following notes. Using these notes, together with your own ideas write the speech of Vibha in about 120-150 words.

Notes:

Regular Examination	: advantages: two sides of coin—positive aspect—test of efficiency—stimulus to work—adherence to time—frame—increases efficiency—visible proof of student's understanding and knowledge—competition. : inculcates good values—become regular, systematic, methodical, punctual and keen in studies.
Irregular Testing	: students caught unawares. Not a real test of comprehension or achievement.
No Examinations	: promotes idleness, carelessness, sense of irresponsibility—students lose interest in studies—become non-serious
Conclusion	: objective and periodic testing—the real assessment of personality.

DEBATE WRITING

Students are expected to write a Debate based on visual/verbal inputs in 120-150 words. The theme should be contemporary topical issues. One out of the two given questions to be answered (5 Marks: Format: 1 / Content: 2 / Expression: 2)

Debate- A debate is a formal argument in which two opposing teams defend and attack a given proposition.

Example of a Proposition: It's better to be good at academics than to be good at sports.

Format : Formal Address and Formal Closing

- Begin with—"Honorable Chairperson, Judges, Teachers and my dear Friends, I stand before you to express my views/for /against the motion" + Topic.

At the introductory stage, after salutation, state whether you agree or disagree to the given proposition.

- At the end of the debate, write "Thank you"

Content: Define the topic/ Express your understanding of the topic. Then move on to explaining your stand (for / against) on the proposition. You may cite examples or Quote. Be on the guard against being carried away by an example. Present 3or 4 reasons explaining your opinion on the given proposition. Your arguments should highlight your stand. . Conclude logically. Express your ideas in error free simple English.

General Instructions

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- Begin with-“Honorable chairperson, Judges, teacher and my dear friends, I stand before you to express my views/for /against the motion”

Topic:.....

- Present forcefully and clearly whether you agree or disagree with the topic
- Use argumentative style and logical reasoning
- You build/back your arguments with relevant data/ information
- At the end write “Thank you” at extreme and on the right
- Use powerful expressions line:

I’d like to argue.....

In my opinion.....

I fail to understand.....

May I ask?.....

I disagree.....

Students should be given opportunity to take part in classroom debates and hone their debating skills. Here are a few topics that may trigger classroom debates.

1. Should English class be required for Science/ Commerce students?
2. Single gender schools are better for students.
3. School hours should be shorter.
4. Girls face more peer pressure than boys.
5. Democracy is the best form of government.
6. We will never achieve world peace.
7. Students should be allowed to use phones in the class.
8. Schools should have surveillance cameras in classrooms and corridors.
9. Social media does more harm than good.
10. Students should be allowed to grade teachers.

Courtesy : <https://www.weareteachers.com/high-school-debate-topics/>

THE PORTRAIT OF A LADY -

KHUSHWANT SINGH- Indian author (1915-2014)

The author was a lawyer, diplomat, journalist, editor ,columnist ,politician and much more . He was a versatile genius. Khushwant Singh was courageous in whatever he said , an outspoken man who never minced his words. He received Padma Bhushan (1974) and Padma Vibhushan(2007)and later on returned Padma Bhushan on account of certain political disparity. He had his ancestral roots in Hadali, Pakistan. During partition the family moved to India. His first love was always Hadali , where he had spent his early childhood with his grandmother . His love for Hadali is evident in these words - ‘ This is where my roots are , I have nourished them with tears of nostalgia’.

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He wished to be buried in Hadali and after his death the ashes were taken to Hadali and Jalandhar. On a marble plank in the school of Hadali it is written - In memory of Sardar Khushwant Singh a Sikh , a scholar and a son of Hadali.

His major works include :

1. Train to Pakistan
2. Delhi
3. The Portrait of a Lady : Collected stories
4. Truth, Love and Little Malice
5. The Good , the Bad and the Ridiculous

Summary

The portrait of a lady is all about human relationship and generation gap. It is a nostalgic recounting of a grandson's warm and affectionate link with his grandmother, which slowly dwindled with passage of time and growing process. The strength of 'Love' as a binding factor is quite evident in this relationship even when interactions were meagre. When the younger generations keep moving to achieve their goals of life , the older one's having reached it and satiated take halt to rest. Then some tend to keep aside, understanding the futility of modern rat race; some motivate others and inspire them to win the race ; many more create an isolated space for themselves and remain dumb spectator . Khushwant Singh's grandmother falls into the third category of grandparents towards the last phase of her life's journey.

Khushwant singh opens the story with the unbelievable perspective of an innocent child when he is told that his grandma was a pretty young woman once. For the child from day one onwards till the 20th year his grandmother looked alike – the old woman with wrinkles like every other grandmother. Even though he had always seen his grandfathers portrait hanging on the wall, he could not agree with the fact that his grandmother had a husband too. For the child the portrait hanging on the wall was just a man of 100 years without a wife or children but with so many grandchildren. Whenever the granny shared her good old stories as a young girl playing games, little Khushwant took it as fables of prophets. He always felt a kind of absurdity associated with it and considered it to be an undignified act. He could never surrender to a different image of his grandmother. For him his grandmother could never had been young and pretty. For him it was like a revolutionary thought, against his pleasing old and wrinkled image of grandmother.

Then the author goes on to explain her physical features and how she was beautiful but not pretty. She was short ,fat and slightly bent old lady with wrinkles all through her face. According to the author she could never grow older since she has reached the maximum of it and has remained there for the past 20 years without any change and he calls it terribly old. Therefore he states she could have never been pretty but assures that she was always beautiful. For him everything associated to her was beautiful- the way she walked , the way she looked , the dress she wore, her prayers

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everything. Khushwant Singh gives a vivid picture of his grandmother when he mentions about the way she walked about the house ,supporting her waist with one hand to balance and other hand to hold her rosary. She chanted her prayer constantly but silently. She wore clean white dress and her silver grey hair fell across her pale shrunken wrinkled face. He approves that with all these features his grandmother was a beautiful lady and compares her beauty to a snow clad mountain which is all white, calm ,peaceful, pure and holds a satisfied look. These qualities in her personality gave her a graceful beauty and khushwant Singh loved it perhaps more than being pretty.

Now the writer goes ahead to explain about his early days of friendship with his dear grandmother. Those were the days when Singh's parents left him under the care of grandmother and moved to city. Grandmother used to wake him up for school and get him ready for school. she deliberately sang their morning prayer while bathing him and dressing him as she thought through constant listening he would learn it, but Khushwant Singh listened to it as he loved her voice but never tried to learn it. She then used to bundle his slate, ink -pot and a red pen for school . Together they went to school after having breakfast and carried several chappatis for feeding the village dogs .

The School was attached to the temple ,so grandmother stayed there until the class was over. She used to sit inside reading holy books while her grandson learned alphabets and morning prayer in the verandah . Here the priest was their teacher. On their way back home they used to feed the dogs.

Their friendship had a turning point when they both moved to city to stay with his parents. Life style changed here for both . Grandson started going to an English school in a bus ,therefore grandmother could not accompany him . She remained home feeding sparrows in her courtyard as dogs were not there.

In the beginning grandmother used to wake him and dress him for school. She even enquired about his learning activities in new school. She was displeased when she knew that he did not have any religious or scripture learning in the English school. She did not approve his learning of modern science and English, moreover she could not assist him in his learning. One day when he informed about music being taught in school she became upset ,for she believed that music was an indecent art form used by beggars and prostitutes. She did not voice her objection but remained silent. Thereafter grandmother reduced her conversation with Khushwant Singh and the distancing increased.

When the author joined for his University education he stopped sharing the room with his grandmother and shifted to an independent room. Thus the common link of friendship also came to an end. The grandmother rose above the situation, since she was a mentally strong lady with strong moral principles. She accepted her loneliness and deliberately withdrew from all. She comforted herself being with her spinning wheel from dawn to dusk and chanting her prayer. She took a break in the afternoon sitting in the verandah and breaking bread into pieces for the hundreds of sparrows. This became the delightful half an hour for her permitting the birds to perch anywhere on her body. She never chased them away rather smiled and enjoyed.

Khushwant Singh thought that he may not meet his grandmother alive again, when he returns after five years stay abroad completing his higher education. Whereas his grandmother was confident enough to meet him after five years. When she accompanied all to see off Khushwant Singh, she was

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not at all sentimental or emotional .She was still silent and lost in prayers with her rosary beads. She didn't forget to give a kiss on the author's forehead ,which he took to be the last physical contact between them.

To his amazement his grandmother was there to receive him at the railway station and hugged him.when he came back after five years. She looked the same as five years back. She was the same in appearance and way of life. She had time only to pray not to speak. Even on the arrival day of the author her joyful moment was with her sparrows , feeding them and scolding them with love.the same day evening she had invited all neighbourhood ladies for a gathering. Together they sang and the grandmother thumped upon an old drum for several hours. Theme of their song was the home-coming of warriors . Grandmother was so involved in the song that the family members had to force her to stop her singing .The day was the only moment where she had not prayed.

The very next day morning she was laid up with fever due to overstraining on the previous day .For the doctor it was a mild fever but grandmother believed it to be her last day. She wished not to waste her last moments talking to all ,rather she wanted to pray .Perhaps she regretted having omitted her prayer the previous day .family members objected to her wish but she was unmindful of all protests and went ahead telling her rosary and passed away soon even before others could make out.

Her body was laid on the ground and after hours of mourning they went for making arrangements for cremation . When they returned to carry her body for cremation, they were surprised to see thousands of sparrows silently seated in the verandah and her room . Having felt sorry for the birds ,author's mother strew bread crumbs on floor like the grandmother. But to their amazement the birds did not touch any. When the body was lifted for cremation they too flew off silently .

LINKS RELATED TO THE CHAPTER

<https://www.youtube.com/watch?v=CfIbPWAAyZE>

<https://www.youtube.com/watch?v=s7J7lAsEek0&t=0s>

VOCABULARY AND THEIR MEANING

Portrait – a picture of a person up to the shoulders (drawing/painting/photograph etc) Mantelpiece -
Space like a table top above the fire-place

Absurd – ridiculous , laughable

Fable – story with a moral and mostly animals as characters Eg. Panchatantra , Aesop's fables

Prophets – one who is gifted with extra ordinary moral and spiritual insight and inspires all Hobbled
– walk with difficulty

Puckered face - shrunken ,pointed and wrinkled face Serenity - calmness

Contentment - satisfaction Monotonous – boring, lacking variety

Scripture – holy books or any sacred writing (Bhagvat gita, Mahabharath , Ramayana,Bible) Lewd –
Indecent

Monopoly – only right /sole right Harlots – Prostitutes, sex workers Seclusion - Loneliness

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Veritable – absolute ,real Bedlam – confusing noise/sound Frivolous – Not serious, silly Rebukes - Scolding

Dilapidated- crumbling, state of ruin Pallor – colour of face (becoming lifeless)

Shroud – long cloth placed on the dead body before burial Mourning – expression of grief / sorrow on death

Funeral – ritual service after death (cremation ,burial etc follows) Corpse – dead body

TEXTUAL EXPRESSIONS AND THEIR CONTEXTUAL MEANING

1. The thought was almost revolting

The child is unable to imagine and believe that his grandmother was a pretty young lady long ago . For him his grandmother is always an old woman. He is unwilling to accept the truth told by people. He disagreed with the idea of his grandmother being an ordinary woman like others. Therefore he had a revolutionary and protesting thought in this regard.

2. Expanse of pure white serenity –

The writer employs a comparison with snow clad mountains to convey the beauty of his grandmother . The view of a white mountain provides comfort to the beholder since it is calm , peaceful and contented (satisfied) within . Similar is the grandmother’s inner beauty .

3. A turning point-

The good friendship between grandmother-grandson while in village takes a deviation when they reach city. The ‘constantly together’ friendship undergoes a sea change in the city. Slowly they saw less of each other , they talked rarely ,and they even had separate rooms .Gradually the friendship was snapped.

4. Accepted her seclusion with resignation

Grandmother became lonely in their city house . She did not protest in any way rather she found her solace in the company of sparrows ,spinning wheel and spirituality. She willingly submitted to her lonesome fate without slight objection.

5. A veritable bedlam of chirrupings-

All sparrows together made chirping sounds to have their share of food from the grandmother . They made it absolutely noisy around the grandmother and she enjoyed it to the maximum as she was silent and lonely all other time .

6. Frivolous rebukes-

The grandmother scolded the sparrows in a playful silly mood as she was very happy on his grandson’s return after long five years

7. The sagging skins of the dilapidated drum-

The old drum used by the grandmother to express her happiness on the return of her grandson

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, was an old one . It’s skin was loose and the drum itself was in a neglected and ruined state.

ACTIVITY

1) Differentiate between my grandmother and Kushwant Singh’s grandmother

My grandmother	Khushwant Singh’s grandmother

2) Prepare a time table for grandma on the basis of paragraphs 3 and 4

Time	Activity

3) From para 5, 6 & 7

a) Imagine you are the grandmother and after moving to the city your life has changed altogether. You decide to write a letter to your sister after a few years of stay in the city. Your sister lives in the village. Write the letter for her.

b) Underline all the words/phrases which can be associated with modern education in blue colour and ancient education system in black colour

- Priest is the teacher
- School is attached to the temple
- Learns English language
- Learns English alphabets
- Learning of scriptures
- Walks to school
- Sat on verandah
- Learned about God
- Modern English school
- Learns western science
- Learns prayer
- Learns music
- Learns law of gravity, Archemiedes principle and about the world
- School bus for transportation

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4) From paragraph 3

After reaching his college abroad, Khushwant Singh feels sad and low. His roommate enquires and he explains to him about his grandmother’s behaviour when she came to the railway station in order to see him off. Create a dialogue for Khushwant Singh and his roommate.

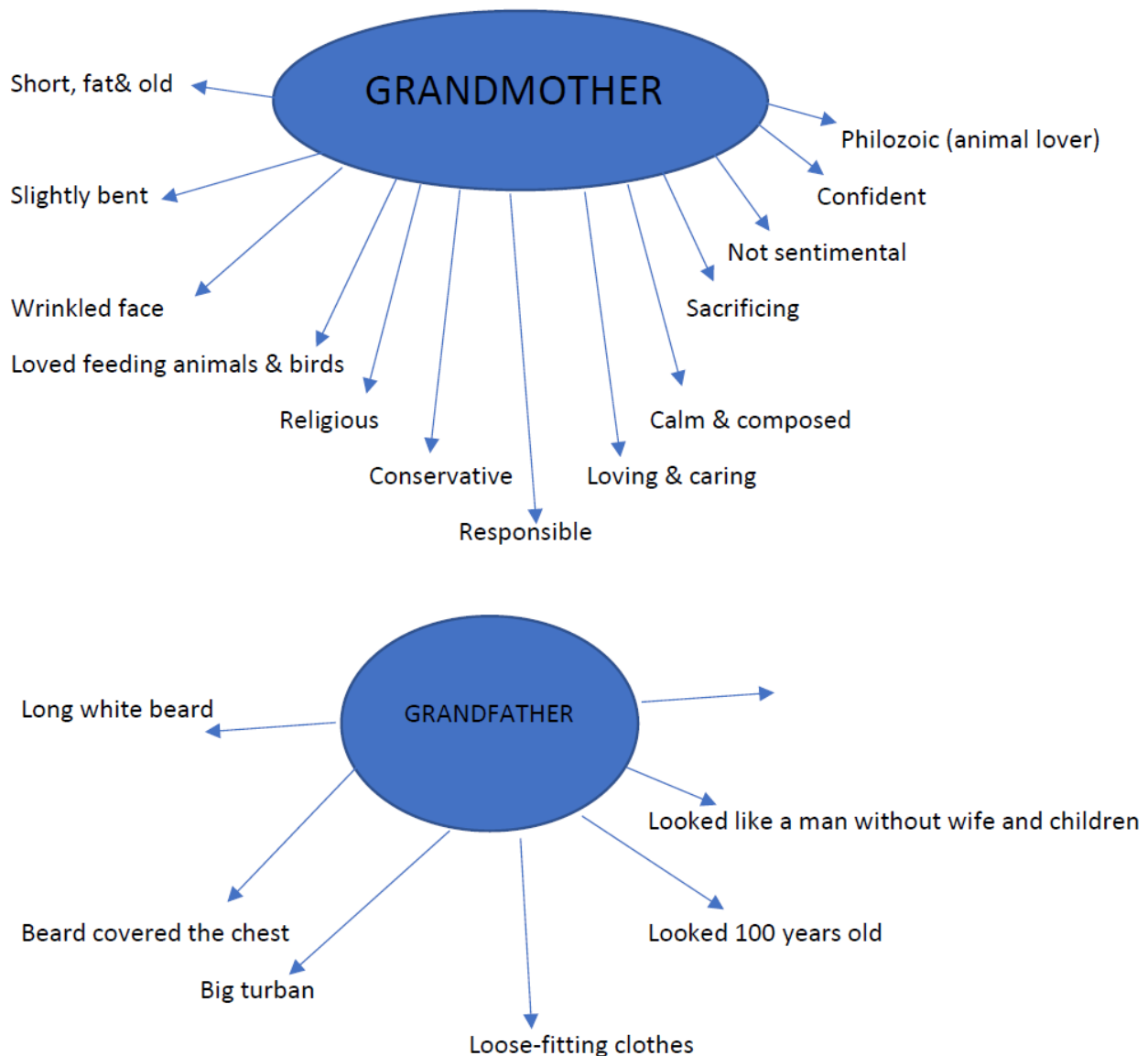
5) From paragraph 9-12

Grandmother did not pray on the first day of Kushwant’s return after 5 years. Perhaps this was the first time she had omitted her prayers. She communicates with Lord in her imaginary conversation seeking his pardon and stating the reasons for this lapse. Write down her explanation to God here.

6) From paragraph 13

Lay down a set of rules for birds and humans separately to be followed while attending a funeral.

FLOW CHART/ MIND MAP



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- Grandmother and grandson left alone in the village house as parents moved to the city
- Grandmother and grandson goes to school together
- Village school attached to the temple
- Son learns alphabets, prayers and scriptures
- Grandmother waits inside the temple ,reading scriptures
- On the way back they feed the village dogs

Turning point in friendship

- Both move to city when parents settled there
- Shared same room
- Grandmother did not accompany him to the English school since motor bus was available.
- Grandmother was unhappy as she could not help in studies
- Grandmother felt disturbed as religious teaching was not there
- Grandmother was disturbed when she knew they taught music
- She withdrew in silence and rarely talked to grandson

Grandson to university – friendship snapped

- Grandson got a separate room now at home
- Grandmother always with spinning wheel and reciting prayers
- Afternoon half an hour for feeding sparrows
- Grandson goes abroad for 5 years higher studies
- Grandson thought they would not meet again
- Grandmother confident to meet again after 5 years
- Son returned after 5 years and grandmother received him at the railway station
- No change in grandmother- did not look a day older

On the evening of Kushwant's return

- She did not pray
- Neighbourhood women gathered to sing
- Grandmother thumped the drum and sang for several hours
- Theme of song- Home-coming of warriors
- Family members forced her not to overstrain
- To the grandson's knowledge, this was the first time without prayer

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Grandmother's death the next day

- She fell ill- mild fever according to doctor
- According to grandmother, her end was very near.
- She expressed her wish to pray as she had skipped prayer few hours ago
- Desired not to waste time talking
- Neglected family members protest and continued prayer
- Within no time, she passed away

Sparrows pay tribute to grandmother

- Grandmother's body laid down on floor
- Family members moved away for arranging funeral
- Evening time- thousands of birds sat scattered all around her
- Family members came to lift the body for cremation
- All felt sorry for the silent birds around her
- Mother threw bread crumbs for the birds
- Sparrows did not take notice of it and discarded it .
- Body was carried away for cremation
- And the sparrows flew away quietly

Extract based question

When I went to university, I was given a room of my own. The common link of friendship was snapped . My grandmother accepted her seclusion with resignation . She rarely left her spinning-wheel to talk to anyone. From sunlight to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the varandah breaking the bread into little bits, hundreds of little birds collected around her creating a veritable bedlam of chirrupings, some came and perched on her legs, other on her shoulders. Some even sat on her head. She smiled but never shoed them away. It used to be the happiest half hour of the day for her.

- 1) What did the author mean by “accepted her seclusion with resignation”?
- 2) What was the common link of friendship between them?
- 3) What does the word Bedlam mean?
- 4) Why did the grandmother befriend the sparrows?

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Short answer type questions of 2 marks (30-40 words)

1. Why was it hard for the author to believe that his grandmother was once young and pretty?

The author stated this according to the concept of a young boy. He had always seen his grandmother as an old lady, since his birth. Therefore the way he had seen her for the past twenty years was his reality and it was even unimaginable for the child to think of his grandmother as a pretty young girl, even though he had heard people say that. As per the author his grandmother had reached the zenith of growing old and she remained the same.

2. Why was the grandmother disturbed when he started going to the city school?

The grandmother being a religious and conservative woman wanted her grandson to learn religious prayers and scriptures and this was taught in the village school. When she came to know that the city schools taught modern science, English and music she was disturbed. Her inability to assist him learn Western Science and English made her unhappy. She was further disturbed as he didn't have any religious or scripture learning. Music was not meant for gentle folk but for beggars and prostitutes. She did not protest but remained silent. Her silence was her expression of strong disagreement.

3. How did the grandmother spend her days in the city?

When author's parents called them to stay in the city their life took an unexpected turn for the grandmother, her routine activities gets altered and relationship too suffered. She could not help her grandchild with his studies nor could she accompany him to school. He learned western science and English in the City school. Grandmother started feeding sparrows in the courtyard as dogs were not there. This was the happiest half an hour every day for her. When she distanced herself from others, sparrows gave a pleasant company to her. When she felt more secluded she turned to her spinning wheel and sat there from dawn to dusk. She continued telling her rosary also constantly. She lived there accepting her loneliness.

4. Do you think grandmother was a religious lady?

The grandmother was strictly religious for several reasons. When she accompanied the grandson to the village school, she too remained there reading scriptures inside the temple. She was happy that the priest taught them prayers. She became upset when she knew that city schools did not teach them religion and scriptures. She always carried her rosary and continuously prayed. On the day of grandsons arrival she fell sick on

overstraining and regretted omitting her prayers. She gives due importance to prayer and wished to pray. She even demanded to be left alone for praying during her last hours.

A PHOTOGRAPH

INTRODUCTION

Poet Shirley Toulson sees a photograph fixed on a cardboard in which a beautiful twelve-year young girl is walking barefoot in shallow water on the beach with her two girl cousins. They are shown enjoying their sea-holiday wearing their beautiful beach dresses. This sweet face girl is poet's mother in her younger years. The poet sees everything has changed even the sea, however less. Some

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twenty- thirty years later the poet remembers her mother commenting about their beach dresses. Now poet's mother is no more. And like the permanent record of photographic images in the photograph everything is silent.

The Cardboard: The photograph fixed on the cardboard shows the poet how it was that time when his mother was a young girl of twelve. She was walking on the beach with her two young cousins barefoot on the shallow water. Her cousins held her one hand each. They stood smiling looking at the uncle for the snapshot. She was a sweet beautiful face then, the poet's mother, much before the poet was born. The sea which seemed to have changed less washed their enormously moving feet.

Twenty -thirty years later: It was twenty- thirty years later, looking at the photograph, She laughingly asked her daughter to see her cousins Betty and Dolly and commented about the beautiful dresses all the three had worn for the beach. The sea- holiday was their past now and her smile was now the poet's smile. Both, her sea-holiday and her smile are distorted and sad now with their unnatural peaceful loss.

Nothing to say: Now she has been dead as many years as she lived her life. For this state of things that is nothing to say at all. The silence of the situation has silenced everything.

GLOSSARY:

Paddling- walking barefoot in shallow water.

Terribly- enormously

Transient- temporary, lasting only for a short time

Snapshot- photograph

Wry- distorted

Labored- unnatural

Circumstance- situation, occurrence

Silence- make quiet

POETIC DEVICES:

Transferred Epithet: Washed their terribly transient feet.

Alliteration: Stood still to smile, terribly transient and silence silences.

Personification: Its silence silences.

Oxymoron: Laboured ease.



ACTIVITY: DISCUSSION:

On how an ordinary event of life has become a piece of art in the form of a photograph.

“WE ARE NOT AFRAID TO DIE ..IF WE CAN ALL BE TOGETHER”

– Gordon Cook and Alan East

About the author



Gordon cook was born on December 3, 1948. He is a Canadian Olympic Sailor who represented Canada twice at the Olympic Games.

THEME OF THE STORY

The chapter is a real life account of an adventurous ordeal taken up by the Captain, a 37 year old business man along with his wife Mary, 6 year old son Jonathan, 7 year old daughter Suzanne. The

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Journey describes the extreme bravery, endurance, optimism and team work exhibited by the author and his family along with the crew members.

The first section of narration deals with the preparations for the voyage and the strenuous efforts made by the Captain and the crew members to protect their ship, Wave walker amidst the disastrous storm and gigantic waves.

The second section describes their struggle for survival, immense courage and the role of children in boosting the morale of the elders who left hope at times.

The last section deals with the victory of the crew whose constant determination and courage helped them to survive and come out from jaws of death.

CHARACTERS

Narrator : Captain , a 37 year old business man

Mary : Captain's wife

Jonathan – 6 year old son

Suzanne – 7 year old daughter

Crew men – Larry vigil (American) and Herb Seigler (Swiss)

1. SUMMARY

The story starts with the preparations made by the author and his family to imitate the round the world voyage made by Captain James cook, 200 years ago

1. Preparations made for the voyage

The Captain and his family has utilized their leisure time to sharpen their sea faring skills for 16 years. A boat name Wave walker was professionally built and tested in the roughest weather. They took the help of two crew men, American Larry Vigil and Swiss Herb Seigler in order to deal with Southern Indian ocean , one of the world's roughest sea.

2. Obstacles during the journey

When they started their journey on July 1976 from Ply mouth England the journey was pleasant. When they reached Cape Town , the weather became atrocious and gigantic waves made them slow down their speed, drop the storm jib, kept the life jackets ready along with the other precautionary measures. On 2 January 1977, a vertical gigantic wave hit the Wave Walker with a tremendous explosion. The narrator's left ribs, mouth and teeth were injured and he was thrown overboard. When water started entering through the smashed decks, Mary managed to stay at the wheel so that Captain could stretch the canvas across the gaps to prevent the water from entering the ship. Everyone was exhausted after continuous pumping, steering , repairing and radio signaling.

3. Exemplary courage shown by the children

Children could sense the danger and understand the efforts taken by the elders to save them. So Suzzane did not inform about the deep cut on her arm as she did not want to add more trouble and anxiety to her parents at the time of the disaster.

Suzanne made a card with a message to express her love for her parents, thanked them and wished to hope for the best. Jonathan's courageous words "We are not afraid to die, if can all be together" gave strength and determination to the author to fight with the sea.

4. Victory of team work and courage

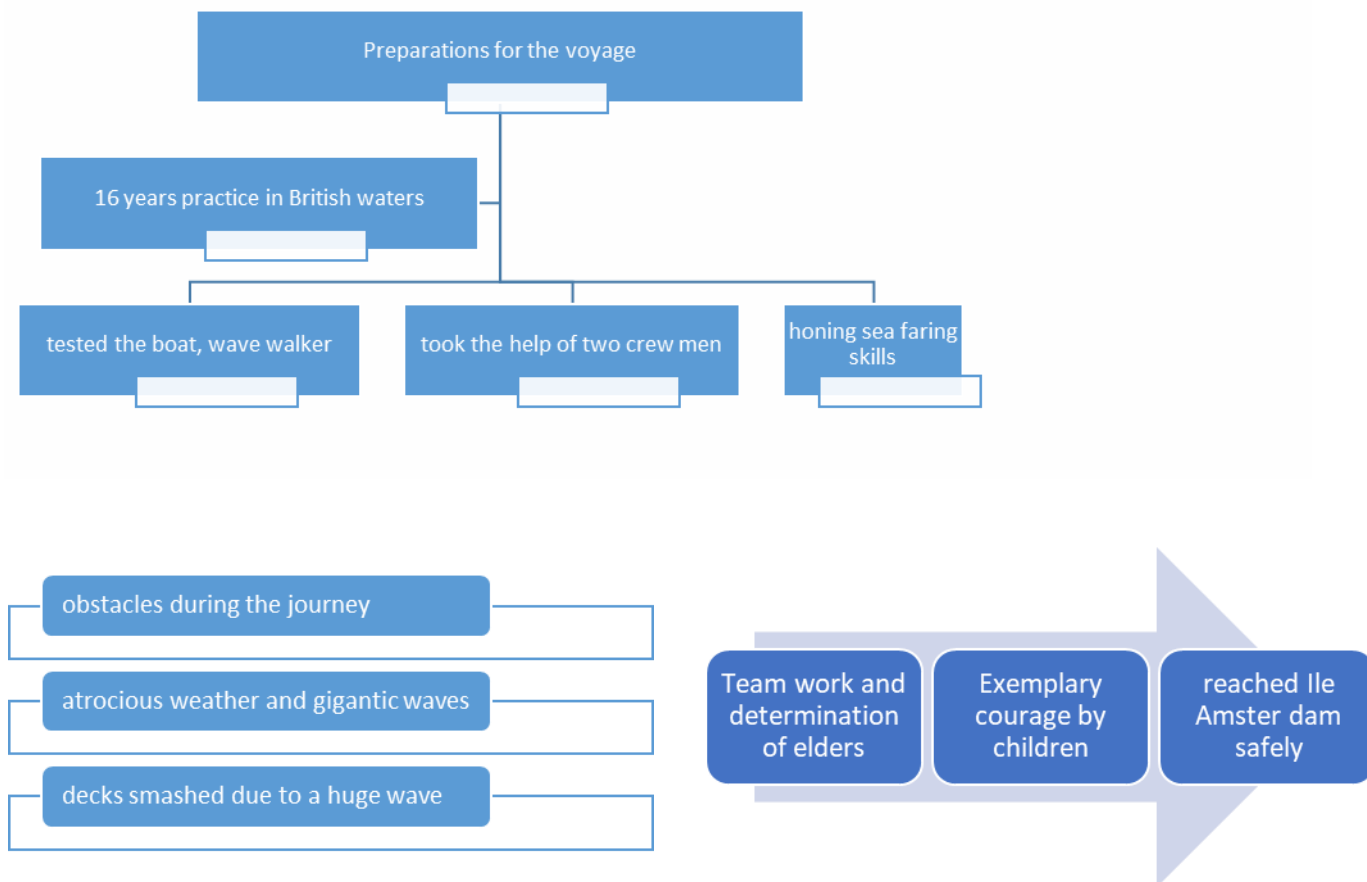
The only hope for survival was to reach Ile Amsterdam to repair the wreckage of the ship. Finally they reached the island with the right calculation using charts, working on the speed of the wind and

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changing the course of the ship to 185 degrees. They were welcomed by 28 inhabitants who helped them to reach ashore.

Thus optimism, determination, unyielding courage, moral support of the children and team work helped them to survive and overcome the life threatening disaster.

2. FLOW CHART OF THE MAJOR CONCEPTS

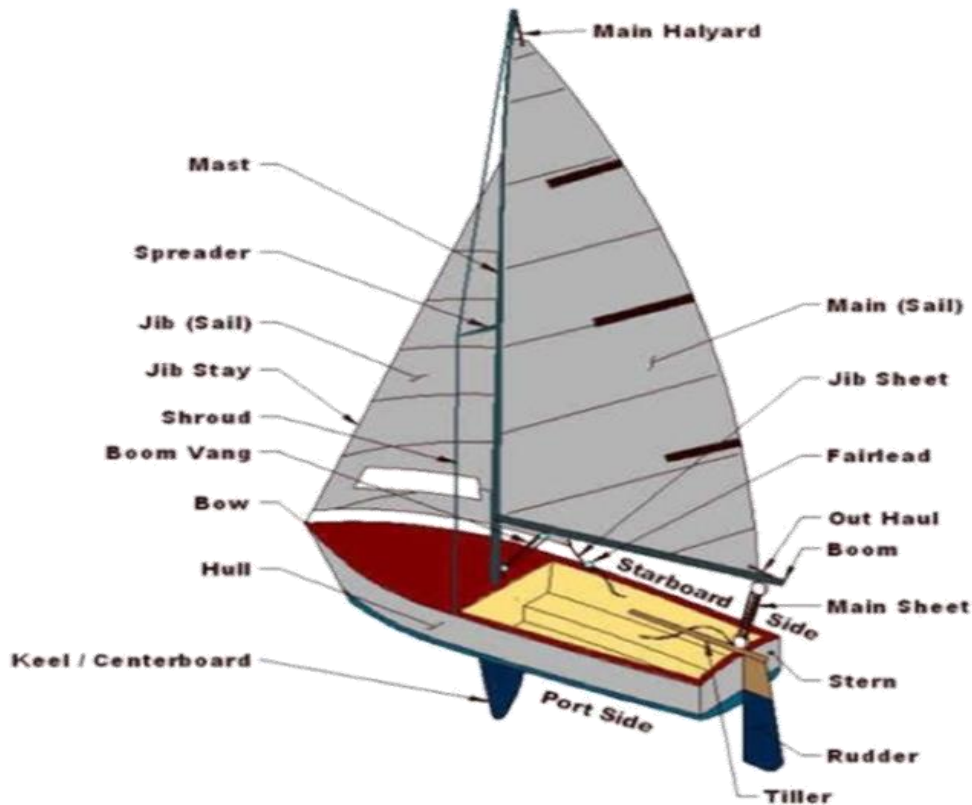


3. VOCABULARY

Duplicate	= repeat
Honing	= Improving , sharpening
Sea faring	= Ability to deal with the sea
First leg	= first stage/phase
Gales	= strong wind
Mast	= main pole at the centre for attaching the sail
Jib	= a triangular stay jail
Knots	= a nautical mile of 6080 feet(unit used for measuring the speed of the wind)
Mooring rope	= A rope with which the boat is tied
Stern	= back of the ship
Donned	= put on
Oil skin	= a water proof jacket
Star board	= right side of the ship
Dinghies	= a small boat

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Anchor = a heavy metal object to stop the ship
May day calls = SOS call at the time for emergency'
SOS – save our souls
Sextant = an instrument for measuring the angular distance



4. LIST OF ACTIVITIES

1. Discussion on inspirational adventurous journeys
2. Brain storming on the relevance of team works and its benefits
3. Presentation on parts of the ship
4. Analysing the different segments of journey
5. Comprehension check

5. USEFUL LINKS

Life of Captain James Cook - <https://youtu.be/2yXNrLTddME>
Parts of ship - <https://youtu.be/wXqSOexFGvE>

ABOUT THE AUTHOR:

A.R Williams is a former senior writer for *National Geographic* magazine and online news, where she covered the world for almost three decades. She has specialized in archaeology, writing features that took her from Egypt to Alaska, a monthly piece for the Ancient Worlds section of the magazine, and news stories on the latest archaeological discoveries.

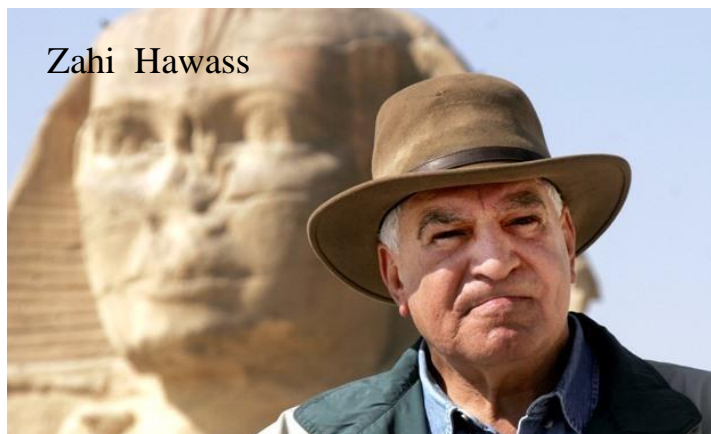
Williams received a B.A. in classical and Near Eastern archaeology from Bryn Mawr College and an M.A. in West Asian archaeology.

THEME

‘**Discovering Tut: the Saga Continues**’ gives an insight into the mystery surrounding the life and death of the Egyptian King, Tutankhamun. This chapter deals with the forensic research carried out by the team of archaeological experts to unfold the mystery surrounding King Tut’s early death .The author briefs the effort made by the archaeologists in exploring Tut’s tomb as Tut’s mummy has one of richest royal collections ever found in the history.



* **Zahi Hawass** – Secretary General of Egypt’s Supreme Council of Antiquities. He is one of the members of the team of researchers



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- **Howard Carter** – He is the British Archaeologist who discovered King Tut’s tomb in the year 1922. This discovery was sensational as it was successful after years of futile searching. He was not able to separate the body from the other belongings buried along with the Kings body. He justified his action of chiselling away the consolidated material from the body to raise the king’s remains.
- **Amenhotep III** – King Tut’s grandfather who was a powerful pharaoh and ruled for almost four decades.
- **Amenhotep IV** – Successor of Amenhotep III. He promoted the worship of Aten and changed his name to **Akhenaten**. Amenhotep IV moved the religious capital to Akhetaten. He attacked the Amun, a major God and smashed his idols.
- **Tutankhaten** – King Tut was the last ruler of a powerful Egyptian dynasty .He was just a teenager when he became a ruler. He ruled for 9 years and died under mysterious circumstances. He also changed his name to Tutankhamun and restored the worship of God Amun. His mummy became the first mummy to undergo CT scan.

1. SUMMARY

1. King Tut

King Tut, known as **Tutankhamun** (meaning: living image of God Amun) was a boyish Pharaoh of Egypt who ruled for 9 years and died mysteriously at teenage. He was the last ruler of a powerful Egyptian family. His body was laid to rest with gold in the **valley of kings**. **Howard Carter**, a British archaeologist discovered Tut’s tomb in 1922 and since then the modern world speculated on the reason and time of his death. It was one of the first mummies to be **C.T** scanned (see the below images related to the content of this paragraph)

Valley of kings, the ancient Egyptian cemetery of Egyptian rulers where King Tut was buried

King Tut’s mummy was C.T Scanned for unfolding the mystery of his unexpected death

2. Tut’s tomb

Tut’s tomb was rock-cut, 26 feet underground, with **murals** (wall paintings) in the burial chamber. It was a three nested coffin (three layered) and the **gilded** (covered with gold) face of King tut was the most striking feature of the mummy. The garlands of olives, lotus petals, and cornflowers prove that the burial was in the month of March or April. Gold **artefacts**(a man-made object of cultural and historical interest) and everyday items like a bronze razor, board games, linen garments, cases of food and wine are evidences of their belief in **resurrection** (re-birth). King Tut was lavished with glittering goods: precious collars, inlaid necklaces and bracelets, rings, amulets, a ceremonial apron, sandals, sheaths for his fingers and toes, and the now iconic inner coffin and mask —

3. Trouble faced by Howard Carter

Howard Carter first discovered Tut’s mummy in 1922 after many years of searching and found that it has been **ransacked** (damage caused due to stealing) earlier. After investigating the first two layers he noticed that the resins used to embalm the mummy had hardened, making it difficult to take the body out of the solid gold coffin. Even the scorching heat could not loosen the raisins.

Howard Carter

The consolidated resins were chiseled to separate the mummy from the coffin as he was left with no choice to separate it. The investigating team of Carter removed Tut's head and separated every joint to separate the mummy and the gold adornments to prevent the thieves from ruining the mummy for stealing the treasures. After the investigation they placed it on the layer of sand in a wooden box and concealed the damage and hence **Zahi Hawass**, Secretary General of Egypt's Supreme Council of Antiquities, blamed Howard Carter for the bad condition of Tut's mummy.

In 1968, an anatomy professor X-rayed the mummy and revealed that Tut's breastbone and front ribs were missing.

4. Predecessors of King Tut

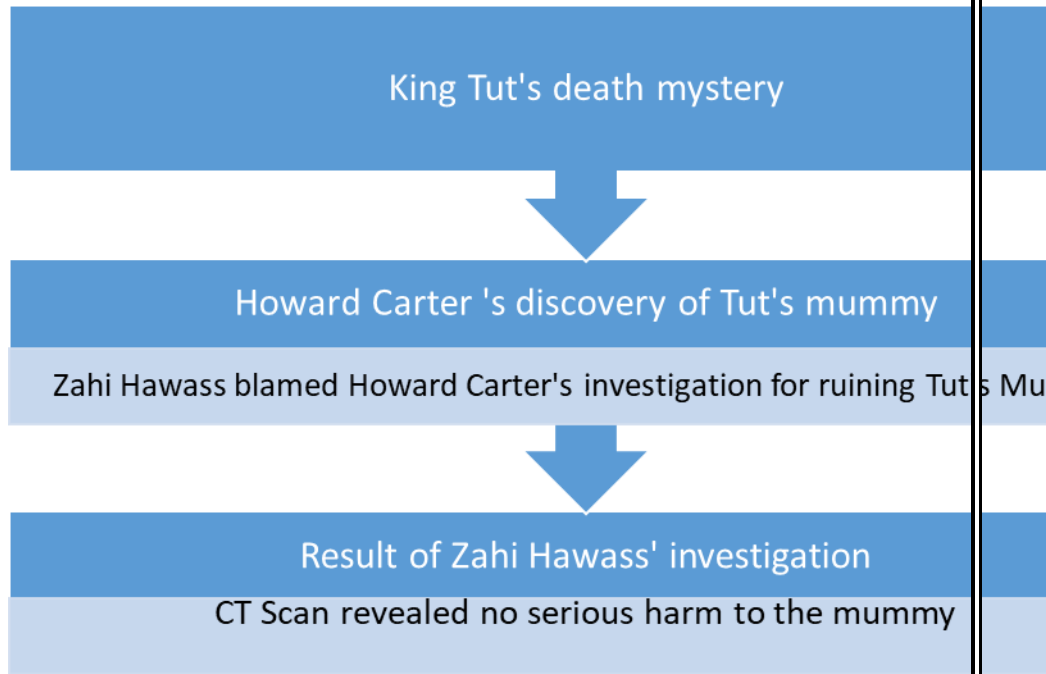
Amenhotep III, Tut's father or grandfather's rule was considered as the golden age of eighteenth dynasty who was succeeded by his son, Amenhotep IV. He promoted the worship of the Aten, the sun god and changed his name to **Akhenaten**, or "servant of the Aten", and moved the religious capital from the old city of Thebes to the new city of Akhenaten, known now as Amarna. He attacked Amun, a major god, by smashing his images and closing his temples which brought an end to his rule. After Akhenaten's death, a mysterious ruler named **Smenkhkare** showed up for a brief period and was succeeded by young Tutankhaten (Tut). He too changed his name to **Tutankhamun**, "living image of Amun", and restored the worship of God Amun.

5. Result of Zahi Hawass' investigation

Tut was carried back to his tomb in less than three hours after he was removed from his coffin. Zahi Hawass was evidently comforted when the scanned images of Tut revealed that nothing had gone seriously wrong. Just above the entrance to Tut's tomb stood **Orion**, the **constellation (a group of stars)** that the ancient Egyptians knew as the soul of **Osiris, the god of the afterlife**, as if watching Tut.

2. FLOW CHART OF THE MAJOR CONCEPTS

3. WORD MEANINGS



Heir – Inheritor, successor

Laden – loaded

Speculate- assume

Tomb- an underground burial for the dead

Forensic Reconstruction – the process of recreating the face on skull

Pharaoh- a ruler in ancient Egypt

Stirred – move

Scudded across – moving quickly; it refers to the movement of the dark-bellied clouds

Veiling – to cover

Casket- a small ornamental box

Glided – smooth continuous movement

Probe – to investigate, find out

Lingering – to stay or remain

Cramped – very small to fit into

Gazed – to look in surprise or in admiration

Murals – wall painting

Gilded – covered with a thin sheet or coating of gold

Futile – pointless; without any result

Ransacked – raid; go through a place to steal or damage something

Resurrection – rebirth

three nested – three layers

Shroud – a length of cloth in which a dead person is wrapped

Adorned – decorated

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Mummy- a body of a human being or animal that has been ceremonially preserved by removal of the internal organs, treatment with natron and resin, and wrapping in bandages.

Ritual - here, the resins used in the ceremony of mummification

Resins – a sticky flammable substance that is insoluble in water

Blazing – very hot

Budged – moved or shifted; a slight movement

Chiselled away – to cut something with a chisel

Legitimate – reasonable

Circumvented – find a way around; thieves would have found a way to tackle the guards and remove the gold from the tomb

Inlaid - a decorative pattern on a surface

Amulet - an ornament or small piece of jewellery thought to give protection against evil, danger, or disease.

Apron - a protective garment worn over the front of one's clothes and tied at the back.

Sheaths – a close-fitting cover
Iconic - something or someone who is a symbol or it represents some other thing

Adornments – ornaments

Intervening – occur in the time between events

Intriguing – to arouse one's curiosity

Startling – unexpected or surprising

Concealed- hid

Computed Tomography – Also called a CT scan, it is a three-dimensional scan of a body with the help of hundreds of X-Rays in cross-section together

Demise - death

death rattle - the gurgling sound produced in the throat of a person who is about to die

Aftermath – after-effects of an unpleasant event

Wacky –amusing in a slightly odd way

Eerie – strange

Forensics – the application of the scientific method to investigate a crime

Anatomy – the branch of science which deals with the bodily structure of humans, animals or other living beings

Burial – burying the dead

Shrine – holy place

Pallbearers – a person who helps to escort a coffin at a funeral

Swirling – to spin or twist

Hydraulic lift – a lift that uses a machine to lift or move heavy objects with a pressure

Sprinted – ran at a high speed

Orion — a constellation (a group of stars)

Astonishing – amazing

Pixels - a pixel is a single point in a graphic image

4. LIST OF ACTIVITIES

1. Discussion on Egyptian Mummy

2. Debate on 'curse of Pharaoh'

3. Research work on Egyptian mummy and mummification (power point presentation)

4. Brain storming on myths and facts associated with mummies

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5. Comprehension Questions

SHORT ANSWER QUESTIONS

1. Who was King Tut and Why was forensic reconstruction done for his mummy?
2. What were the visitors pondering after entering the burial chamber of King Tut? (Read pg.23)
3. What was King Tut's demise a big event, even by royal standards?
4. Why did Zahi Hawass blame Howard Carter?
5. How did Carter defend his action of cutting the mummy?
6. How was King Tut's mummy scanned by the CT scanner?
7. How did the million dollar scanner stop working? Was it the curse of King Tut?
8. Explain the statement, "King Tut is one of the first mummies to be scanned – in death, as in life..."
9. Who was Ray Johnson? What made Ray Johnson remark that Akhenaten was crazy? (pg No.26)

Long answer question

10. How did Technology help to collect information about Tut's life and death? Explain with reference to the chapter.

5. Useful links

- Mummification process - <https://youtu.be/-MQ5dL9cQX0>
King Tut's biography - <https://youtu.be/pG3KZvN2r9o>
Exploring Tut's tomb - <https://youtu.be/Avqafc6fZwc>

THE LABURNUM TOP

by TED HUGHES

SUMMARY

The poem starts with a description of the Laburnum tree whose top was still and silent. Its leaves had turned yellow and seeds had fallen down. It was a daytime in the month of September when the tree was standing still and death-like.

The life-less tree becomes alive by the arrival of the bird Goldfinch. She comes to feed her young ones who are on the thickness of the branch. The tree is her shelter. She arrives at the end of the branch with the chirping sound. She further moves to the other side of the branch with rapid and precautionary movement like a lizard..

As soon as she arrives, her young ones start chirping like a machine vibrating and flapping their wings. The death-like tree becomes alive and it trembles and shakes. After feeding them, she flies to the other side of the branch. Her dark coloured face with the yellow body was barely visible as she vanished behind the yellow leaves. She flew away in the sky, leaving the tree death-like again

POETIC DEVICES

The poem "The Laburnum Top" is rich with poetic devices.

Alliteration: "September sunlight".

Simile: "...sleek as a lizard". (comparison between the goldfinch and a lizard).

Personification: "the whole tree trembles and thrills". (The tree is personified.)

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Metaphor: “A machine...of chitterings”, “It is the engine of her family”. “Her barred face identity mask”.

VOCABULARY

Laburnum: The Golden Chain tree. A commonly found tree with golden flowers that hang in bunches.

Goldfinch: A small, yellow bird.

Twitch: Small, often involuntary movement of a body part

Chirrup: An onomatopoeic word capturing the sound made by a bird.

Startlement: Amazement, a sudden unexpected action which causes surprise

Sleek: Smooth. In the context of the poem, it could imply a quick movement without much disruption.

Abrupt: Sudden or unexpected

Chittering: bird sounds

Tremor: Shiver, shake

Trillings: Singing repeatedly. In the context of the poem, an onomatopoeic word, capturing bird sounds.

Stokes: Adds fuel. In the context of the poem, the goldfinch feeds its family, providing the fuel (nutrition) that the machine (the bird's family) needs to be energetic

Flirts: In the context of the poem, move abruptly or jerkily with light steps.

Eerie: Strange in a frightening or mysterious way

Infinite: In the context of the poem, the sky

Launches: In the context of the poem, flies

Subsides: Returns, reduces in intensity.

ACTIVITY KIT

- Paraphrase the poem ‘The Laburnum Top’ in a cloze exercise, MCQ and Fill in the blanks exercise each.
- Identify the figures of speech used in the poem with the help of a quiz.
- Justify the title of the poem by writing a note on it.
- Analyze the important phrases in the poem by attempting a reference to context exercise.
- Recite the poem with proper rhythm, expression and actions.
- Imagine and paint a picture based on the central theme of the poem.

Short Answer Questions. (2 Marks)

Q 1. Why has the poem been named ‘The Laburnum Top’?

Ans: The poem has been named ‘The Laburnum Top’ because the top of the Laburnum tree has been described in detail in the poem. It is on the top of the Laburnum tree that the nest of the goldfinch is located and where all the activity takes place when the goldfinch visits the nest.

Q 2. What is the significance of ‘yellow’ in the poem?

Ans: The flowers of the Laburnum tree and its leaves (in autumn) both are yellow in colour. Apart from this, the goldfinch’s feathers are also yellow in colour. The poem highlights the high security that the mother bird (goldfinch) ensures for her babies and the colour yellow helps in camouflaging the babies. Hence they escape being noticed by any predator.

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Q 3. How is the tree transformed during the bird's visit?

Ans: After the goldfinch arrives on the tree, the silent and still Laburnum tree suddenly starts trembling and moving. The whole tree comes to life as the chicks of the goldfinch make a lot of noise as they chitter and trill on seeing their mother.

Q 4. To what is the movement of the goldfinch compared to? What is the basis for the comparison?

Ans: The movement of the goldfinch is compared to that of a lizard. The basis of the comparison is the sleek, alert and sudden movements of a lizard. The goldfinch makes similar kind of movements when it arrives on the Laburnum tree to avoid being noticed by any predator.

Q 5. 'Then sleek as a lizard and alert and abrupt, She enters the thickness'. Explain the given line.

Ans: The lizard is a quick moving animal. It is also very alert and its movements are sudden. In the given line, the arrival of the goldfinch on the Laburnum tree is described. The poet describes its movements as alert and sudden just like that of a lizard. This is done to avoid getting the attention of the predators.

Q6. What is the engine of the machine? What is its fuel?

Ans: The goldfinch has been called the engine of her family. Just as the engine starts up the machine, the goldfinch's arrival in the nest has suddenly started the machine i.e. the young ones in the nest have started making noise. The fuel of the engine is the food that the goldfinch brings for her chicks.

Q7. How does the Laburnum ensure security for the nestlings?

Ans: According to popular belief, the bark and the seeds of the Laburnum tree are poisonous. So, predators normally do not come near the tree. Apart from this, its yellow flowers and yellowing leaves in the autumn season is complemented by the yellow coloured feathers of the goldfinch help in camouflaging the nestlings from the predators.

Q8. Explain the line, 'And the Laburnum subsides to empty'.

Ans: This is the last line of the poem. It describes that with the departure of the goldfinch from the Laburnum tree, it falls silent. The tree was noisy and lively when the goldfinch came to feed its chicks, but it reverts to its earlier self after its departure from the tree.

Q9. How does the poet describe the beauty of the goldfinch?

Ans. The poet describes the beauty of the goldfinch in the way it chirrups. It brings life to the silent and empty laburnum tree. Its chirruping is musical and 'life' has been brought to the tree in its singing. It is her 'beauty'.

Extra questions:

1. Why is the laburnum tree silent?
2. What does the third line in the poem suggest?
3. Who perches on the tree?
4. Which season has been described in the poem?

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5. How is the tree before the arrival of the mother bird?
6. Why is the bird startled? Why does the tree become noisy?
7. What type of mother is the bird?
8. How do the baby birds behave on the arrival of the mother bird?
9. Compare and contrast the beginning and the end of the poem?
10. Elucidate on the phrase 'barred face identity mask'?
11. Explain: "She launches away towards the infinite
- 12 'The whole tree trembles and thrills'. Explain the poetic device used by the poet.
13. Why did the goldfinch enter the thickness of the laburnum tree? Quote the line or words that support your answer.

CHILDHOOD

MARKUS NATTEN

Theme

The poem, 'Childhood' focuses on the theme of loss of innocence. In this poem, the poet, Markus Natten wonders when and where he lost his childhood. Adolescence is usually a confusing time for a child who is unable to immediately come to terms with the physical, hormonal and psychological changes in his or her personality. He becomes a 'young adult'; he neither wants to call himself a child nor is he completely an adult.

Sub- themes

- ▶ Stanza 1- Rationality
- ▶ Stanza 2- Hypocrisy of adults
- ▶ Stanza 3- Individuality of thoughts

Summary:

The poet wonders when he lost his childhood. He reflects that perhaps it was the day when he crossed the age of eleven. Maybe it was the stage when he realised that the concepts of Hell and Heaven, about which he had been taught since his childhood, did not exist in reality. Geography textbooks did not have the location of any such places. The poet realises that he might have lost his childhood when he acquired his rational frame of mind due to getting educated.

In the second stanza, the poet reflects that maybe the loss of childhood occurred when he was able to see through the hypocrisy of adults. These people followed double standards, actually following and preaching different standards of behaviour. They told the poet to be loving and caring; however they themselves were argumentative, violent and discourteous (Ironical) . Their behaviour was a far cry from the love they sermonised about and advocated so reverently to the child. Perhaps, says the poet, recognising broken trust was a major step towards adulthood.

He again guesses that perhaps, it was the day when he realised that his mind could think independently, forming his own opinions and being able to take his own decisions. He gained a sense of individuality, which set him free from the preconceived opinions of others. His own individual opinions and experiences shape his thoughts now and he realised that this might have been the time when he lost his childhood innocence completely.

In the last stanza, the poet wonders where his childhood has gone. He reflects that may be his childhood has gone to an unremembered place. The poet also says that childhood can be found in the innocent face of a child who does not have any pretensions and rationality and who trusts others unconditionally. In other words, a small child is full of innocence and there one can find one's own childhood.

Central Idea

In this poem the poet thinks deeply over the question of his lost childhood. Childhood is a stage of innocence in which the child believes others and loves unconditionally. The poet has tried to identify few stages of his life when his thoughts and perceptions of the world changed. The poem describes the first step to maturity or loss of childhood when one is able to think logically and rationally. Forming one's own opinion and not getting influenced by others is also a sign of maturity or loss of childhood. The poem *also*

hints at the hypocrisy prevalent in our society, where people pretend to be nice to each other but in reality they do not like each other.

Poetic Devices

1. Refrain (Line (s) that is/are repeated at regular intervals throughout the poem. The refrain often carries the central message of the poem)- When did my childhood go?... Was that the day!
2. Antithesis (A rhetorical device in which two opposite ideas are put together in a sentence to achieve a contrasting effect)- Hell and Heaven
3. Alliteration (Repetition of same consonant sound at the beginning of two adjacent words) - "My mind"; "Whichever way"; "That, they, "the time."
4. Rhyme scheme- The poet does not follow any particular rhyme scheme. Only the first stanza has a rhyme scheme of 'abccdd'

Textual Questions: (Use the key points to write your answers)

1. What according to the poet is involved in the process of growing up?

Ans: Maturity- rational thinking- ability to distinguish between fact and fiction- individuality of thought

2. What is the poet's feeling towards childhood?

Ans: Nostalgic- feels a sense of loss

3. Which do you think are the most poetic lines? Why?

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Ans: Write yourself. Support with an argument.

Extra Questions

I. Read the extract given below and answer any two of the questions that follow:

“When did my childhood go?

Was it when I found my mind was really mine, To use whichever way I choose, Producing thoughts that were not those of .

other people, But my own, and mine alone Was that the day!”

1. Explain “my mind was really mine”.

- (a) It means that his mind was influenced by others
- (b) It means that his mind was not influenced by others
- (c) It means that his mind was influenced by his parents (d) It means that he was not confused

2. What did the poet realise?

- (a) He realised that his mind belonged to his parents
- (b) He realised that his mind was controlled by his friends
- (c) He realised that his mind was controlled by his teachers
- (d) He realised that his mind was his, and he had his own individuality

3. The poet find an answer to his question. (a) did

- (b) did not
- (c) can

(d) may

II. Brief Questions: (Write within 30-40 words)

1. What did the poet notice about independent thinking? How important was this discovery?

Ans: discovered - he's different from others - could think independently- have his own opinions - discovery was very important to him - it revealed to him- his abilities for independent thinking and decision taking

2. What is the poet trying to convey when he says that childhood is hidden in an infant's face?

Ans: infant- innocent- trusts everyone- doesn't deceive others- adults- hypocrites- acquisition of rational thoughts- leads to loss of childlike innocence

III. Long Answer Type Question: (Think and write yourself within 120-150 words)

1. Is it easy to retain one's childhood innocence throughout one's life? How can one do it without being adulterated by religion, education and mainstream society?

<https://www.slideshare.net/mithu12345/childhood-128295617>

<https://www.slideshare.net/siya12345/eng-childhood>

<https://www.slideshare.net/JiyaShrivastava3/poem-childhood-parevartan-school>

THE ADVENTURE

1. A SUMMARY OF THE LESSON:

The story The Adventure begins with a famous historian Professor Gaitonde travelling in a train to Bombay in a world which is intriguingly different from the one in which he lives and of which he knows. This science fiction genre explores the idea of alternate worlds of realities co existing at the same time, across which people like electrons can get shifted. He gets down at the Victoria Terminus Station where he finds it to be very clean, surprisingly.

The coaches of the train read out 'Greater Bombay Metropolitan Railway'. Moreover, the staff were Anglo-Indians and British.

He is confused as to how the East India Company was ruling the country as according to his facts, they had fled after the events of 1857.

He walks down the Hornby road noticing how the shops were different. He entered the Forbes building and asks for his son, Mr Vinay Gaitonde with anticipation almost expecting the reply that he gets- no such man had ever worked there. When he himself does not exist in *this world*, how can his son be found here! Determined to find the solution for this anomaly, he goes to the Town Hall library. Somewhere, History had categorically deviated and he wanted to know where. He took five books related to the history and decided to go through them one by one and check how the facts had changed. He started investigating from the period of Asoka to the third battle of Panipat.

The categorical shift in History was recorded in the fifth volume of Bhausahebanchi Bakhar, wherein it was stated that the Marathas had won the Battle of Panipat and spread their influence all over India. After the victory, Democracy prevailed in India. Monarchy was replaced and

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democratic parties had been set up. The professor started liking the India that emerged in the books as he kept reading further about it. This India was independent and could not be subdued by British Rule.

As he was going through the book, the librarian told him to finish since they were closing the library. It was eight o'clock. He asked about carrying the books with him as he would return the next morning and slipped the Bakhar book into his left pocket. He checked into a guest house and had his dinner. He decided to walk towards Azad Maidan. He noticed a large crowd of people going towards a pandal. A lecture was going on but he noticed something unusual. The presidential chair was empty. The speaker was talking and the crowd was continuously moving inside and outside.

He could not control himself and moved towards the stage and sat on the chair. The crowd was taken aback and rudely asked him to get up and move away. But this was against the ethics of Gaitonde, a presidential address without a Chairman! He tried to talk to them but they started throwing several objects at him such as tomatoes, eggs, etc. Soon the crowd moved towards him to push him away and he was nowhere to be seen.

Next, he woke up in a hospital bed and saw his friend and scientist, Rajendra Deshpande in front of him. He narrated the whole sequence of events that took place and Rajendra listened captivated. The professor was confused as to where he was and if he had been in a coma for the past two days. What was the experience he just had, was it real or not!

Rajendra explained to him that it happened because of two theories – **Catastrophe theory** and **Lack of Determinism in Quantum theory**. *Catastrophe theory states that a small change in the outcome of a drastic situation can precipitate an entirely different reality. Disastrous situations offered completely different options for the world to move ahead.* In reality, the Marathas lost their leader – Bhausaheb and Vishwarao and hence they lost the battle. But Professor saw that the bullet missed and Vishwarao was not dead, hence changing the course of history.

Professor then showed him the torn page of the Bakhar book that he had in his pocket which further strengthened this proposition.

What he thought had happened was a catastrophic experience.

Rajendra told him that in the case of electrons, one cannot predict which path the electron takes at a point of time. He told him that it is the lack of determinism in Quantum theory and explained to him what it meant. *In one world, the electron may be found here and in another, it may be found in another place while in the third world it may be at different locations. The various positions of the electron correspond to alternate realities all coexisting at the same time.*

Hence, the professor was in two different worlds at the present time. He had real-life experience in an alternative reality and he came back from another world. Both the worlds had different histories and different sets of events. The professor wanted to know why he was the one to make the transition. Rajendra told him that at the time of the collision with the truck, the professor was thinking about the catastrophe theory and its role in the war. This was going to be the topic of his thousandth presidential address which ironically he never delivers because of the unpleasant

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experience at the Azad Maidan. He was also thinking about the Battle of Panipat at that moment, so the neurons in his brain acted as a trigger and made the transition, similar to electrons who jump from one level to another.

The professor was in that alternative world for the last two days.

2. FLOWCHART OF THE MAJOR CONCEPTS/MIND MAP:

- Professor Gaitonde travelling by Jijamata express, on his way to Bombay to Pune
- Mind of Professor races with the train...how to decode the present state of affairs, in which he finds reality different
- Staff on train Anglo Indian, saw GBMR written on railways. Greater Bombay Metropolitan Railway, and a British Flag painted on every cabin indicated the presence of British Rule.
- Was on his way to give a lecture on the Implications of the Catastrophe theory
- Enters the Forbes hotel and asks for Vinay Gaitonde, is told that no one of the name works there, had expected the reply
- Is shocked to see East India Company, a different set of shops and buildings
- Locates the Town Hall Library and peruses his own books on History, all five volumes, style unmistakably his own, but content drastically different.
- Identifies the exact point in history where things had changed and had taken a different course
- Marathas had won the third battle of Panipat instead of losing it...in this parallel world, Abdali was defeated and chased back to Kabul
- East India company could not expand their influence over India because of the strong regime of the Marathas
- Peshwas kept the Mughal rule alive for political reasons, they were puppets
- Gangadhar Pant appreciated this India, which had not been dominated by the British
- According to Bahusahebanchi Bakhar, a form of historical narrative in Marathi, bullet passed Viswasrao and missed him by the margin of a til, a crucial event changed the course of history, the bullet hitting or missing the leader made a huge difference
- The defeated Maratha army retreats in then actual world, but in the parallel world, the bullet missed the warrior, boosted the morale of the marathas and changed the course of History
- The same theory can be applied to any other battle and alternate worlds of reality can be expounded. For eg. What if Napoleon had won the battle of Waterloo?
- Together with the notes he absent mindedly shoved the bakhar into his pockets and leaves library
- From the library, proceeds to Azad maidan where a lecture was in progress
- He is hypnotized and attracted to the vacant Presidential chair
- Years of experience and habit, draws him to the chair but with disastrous results, as the crowd soon becomes a mob, throwing tomatoes and eggs at him and gradually they evict him physically out of the maidan
- He next opens his eyes in a hospital with his friend and scientist, Deshpande standing in front of him, suddenly coming back to a reality with which he was familiar
- Deshpande now proceeds to rationalize the experience of his friend with Catastrophic theory and Lack of Determinism in Quantum Theory.

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- Certain neurons in Gaitonde's brain triggered his escape into the parallel world of alternate reality in which the battle of Panipat had a different outcome, and the stature of India was different from that in which he lived.
- At the time of his collision with the truck, Gaitonde was thinking of the implications of the Catastrophe theory, i.e. what would have been the history of India had the battle of Panipat been won by the Marathas. Thus Gaitonde is transported to an alternate world of reality where he sees for himself, a different course of history.
- Thus reality not limited to what we see or even just experience indirectly. Alternate worlds of parallel reality exist at the same time. But the observer can only experience one reality at one time.
- Gaitonde was able to experience the two worlds because of the transition occasioned by the energy of the collision with the truck. The first world was the one in which he lives, the second world in which he spent two days. The first world has history as we know it, while the second one had a different

3. VOCABULARY

1. Carriage: rail car or compartment
2. Union flag: national flag of United Kingdom
3. Wound up: finished, rule ended
4. Flourished: doing well
5. A blow: a shock
6. Convulged: to get closer
7. Precise: accurate, close to truth
8. Routed: defeated
9. Triumphant: victorious
10. Blow by blow account: a detailed account
11. Avidly: with great interest and enthusiasm
12. Morale booster: to uplift the confidence
13. Shelved: to suspend or halt something
14. Relegated to : assigned to a lower rank
15. Acumen: ability to make good judgement
16. Rival: opponent
17. Dismay: disappointment
18. Valour: bravery, courage
19. Puppet regime: a ruling system in which the real power is in some else's hand
20. De facto: in reality, actuality
21. Astute: wise
22. Wielded: employ
23. Rubber stamp: approving without proper consideration
24. Recommendation: advice
25. Transition: change
26. Enterprise: organization
27. Subjected: under someone's control
28. Lease: a contract of control for a specific time

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29. Treaty: agreement
30. Witnessed: saw
31. Bakhar: a form of historical narrative written in Marathi prose, depicting the Maratha view of history, but sometimes criticized for falsification of accounts
32. Doctored accounts: manipulated accounts or narrative
33. Melee: a confused crowd, a commotion
34. Emerge: to come out
35. Shoved: to hurriedly put
36. Quantum theory: theory of matter and energy
37. Frugal: simple, plain, costing little
38. Throng: large, densely packed
39. Mesmerized: fascinated
40. Stirred to depths: deeply affected, moved
41. Give vent to: to express strong emotions
42. Valiantly: with courage, bravely
43. Sacrilege: violation of what is considered to be sacred
44. Dumbfounded: amazed
45. Catastrophe: an event causing sudden damage or disaster
46. Smugly: with excessive pride or satisfaction in oneself
47. Inadvertently: absent mindedly
48. Turn the tide: to change or reverse a situation
49. Impetus: the force with which a body moves
50. Ignoramus: an ignorant person
51. Marshal: organize
52. Trajectory: path, orbit
53. Radiation: the emission of energy as electromagnetic waves
54. Viable: feasible
55. Bifurcation: division of something into two parts.

4. LIST OF ACTIVITIES

1. Silent Reading
2. Loud Reading
3. Group discussion
4. Brainstorming on the topic: Alternate Realities
5. Public Speaking on Gaitonde neither travelled to the past or future, he merely escaped into a world of parallel reality
6. Dramatization on special sections of the story
7. Improvisation – Napoleon has won the battle of Waterloo, write out an extension of Jayant Narlikar's ADVENTURE
8. Writing: Professor Gaitonde delivers his thousandth Presidential address on the implications of the catastrophic theory, draft the speech and deliver it in class
9. Rajendra Deshpande writes a research paper on the ramifications of the lack of determinism in Quantum theory on human life and alternate realities.
10. Writing responses with accuracy and precision to text based and extrapolative questions.

5. USEFUL LINKS AND PPTS

<https://youtu.be/k3qe8sWQOzw>

<https://youtu.be/TnQ5u29Tbwo>

SILK ROAD

INTRODUCTION

This chapter is part of a travelogue about the author's journey along the ancient trade route called ' Silk Road' regions as they are now. This account of the Silk Road, with contrast and exotic detail, describes the challenges and hardships the author faced while journeying to Mount Kailash on a pilgrimage.

DEPARTURE FROM RAVU

The author left Ravu along with Daniel, an interpreter, and Tsetan, a tourist guide. Before leaving, Lhamo, the lady who had provided them accommodation at Ravu, gave the author a gift of a long sleeved sheepskin coat, as they were going to Mount Kailash where it would be very cold. Tsetan knew a shortcut to reach the mountain. He added that the journey would be smooth if there was no snow.

DROKBAS AND ENCOUNTER WITH TIBETAN MASTIFFS

As they crossed the hills of Ravu, they saw open plains and arid pastures. As they started climbing the hills again, they saw individual Drokbas looking after their flocks. Both men and women were seen wearing thick woolen clothes. They would stop and stare at the car, sometimes waving to them as they passed.

On their journey, they also passed isolated nomad tents. These tents were guarded by black dogs called Tibetan Mastiff. These dogs wore red collars and barked furiously with their big jaws. Whenever their car passed through, they would chase the car for some distance while barking furiously. Because of their nature, these dogs were popular in China as hunting dogs and they were brought along from Tibet on the Silk Road as a tribute.

ICE BLOCKS THE ROAD

By now, the author could see the snow-capped mountains. Their car entered a valley wherein the river was wide and clogged with ice. The turns were now sharper and the ride became bumpier.

As they were climbing up, the author started feeling pressure in his ears. Suddenly, Tsetan stopped the car and got out of it. Snow was covering the area around them. They now could not move around the snow patch or could climb the steep mountain. So, they threw some dirt on the path. To avoid any mishap, the author and Daniel stayed out of the car while Tsetan slowly drove over the ice patch.

They came across a similar blockage in a short while. But this time Tsetan drove around the snow. Rapid ascent had caused a headache to the author who checked his watch to find that they were at the height of 5400 meters. When they reached the top of the pass at 5515 meters, Tsetan unscrewed the top of the car. He was glad that there was no smoking.

BACK ON THE HIGHWAY

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After making sure that their car was fine, they went down the other side of the pass. At 2'oclock they had lunch at a place which unlike other places was full of activity. Salt collectors were coming from the plateau that was full of salt flats.

By late afternoon, the author reached Hor, a place that falls on the old trade route from Lhasa to Kashmir. Daniel had to go to Lhasa so he left. Tsetan and the author got the punctured tyres repaired and moved forward on their journey.

HOR- A MISERABLE TOWN

The author finds Hor, a town that was located on the shore of holy lake Mansarovar, to be grim and miserable. It had no vegetation and was covered in just dust and rocks. The author now could see Mount Kailash and was eager to move ahead.

However, Tsetan left the author to drink tea for some time. For this solitary time, the author felt his experience at Hor to be in contrast with the emotional outburst of other people.

THE AUTHOR'S MYSTERIOUS EXPERIENCE

It was 10:30pm when the author reached Darchen. At night, they stayed in a guest house. As the author went down to sleep, his nostrils got clogged. He had trouble breathing. So, the author started breathing from his mouth. When the author felt comfortable and was drifting off to sleep, he woke up. Mysteriously, whenever he laid down to sleep, he could not breathe. He felt that he was not allowed to go to sleep and that if he did he would die.

VISITNG DARCHEN MEDICAL COLLEGE

Tsetan took the author to the Darchen Medical college. There a Tibetan doctor gave certain medicines and told that the author had an effect of cold and altitude. The author used the medicine and he enjoyed a sound sleep. Tseten left the author for going to Lhasa.

DARCHEN

Darchen, although dusty, was surrounded by a picturesque scene of the Himalayas. It also had some general stores and cafes and was full of people. For the author, it was a relaxed place but there were no pilgrims there.

One day while drinking tea, the author thought about his pilgrimage. He did not want to do the kora alone for the fear of ice even though, he could see the pilgrimage alone. He also did not find anyone to clear his doubts.

MEETING NORBU

The author finally found someone to accompany him on his kora. The author was reading a book in a café when Norbu sat with him. Norbu spoke English and so they started a conversation.

Norbu was a Tibetan who worked in Beijing at the Chinese Academy of Social Science in the Institute of Ethnic Literature. He was writing academic papers on Kora and had come to do it himself for the first time. It was he who gave the idea of them being a team. He suggested that they could hire Yaks to carry their luggage while they did their Kora.

The Silk Road Flow Chart

Transfer of Paper



Origin of Paper

- Paper was first invented in china during the first and second centuries BCE by Cai Lun.
- Although it is said paper was invented in 105 BCE according to archeologist there is evidence that paper was used before that time.
- Its believed that Cai Lun experimented with other materials to create paper

(Document 2)

Spread on the Silk Road

- Paper began to spread west after China lost against the Arabs in 751.
- During that time the paper making process was passed on to the Arabs.
- Paper making would travel to central Asia and Baghdad by the eighth century.
- It was then taken from the middle east to Europe during the tenth and eleventh centuries.

(Document 3)

How did Paper Change Human Societies.

- The spread of paper into societies was a positive influence because it allowed for a new way to document important information
- "It was an ideal medium for the large numbers of documents produced by China's bureaucratic government." (Document 2)
- This show that paper became essential in China on a very large scale to keep track of important records and affairs of the government.

Transfer of Luxury Goods



What was Traded?

- Silk and Porcelain was traded on the Silk Road.
- These goods were originally exported from China

(Document 4 and 6)



Origin and Movement on the Silk Road.

Silk is believed to have been created during the 3rd or fourth millennium BC. In the Shang Dynasty silk was woven in quantity and worn on some occasions by anyone.

The Silk Road got its name from the early trading of silk across Central Asia and west eventually reach Europe. (Document 4)

Porcelain during the early north century in China. It was created by heating the powder of 2,200 to 2,500 degrees Fahrenheit.

Porcelain was exported in large amounts to Persia and the Middle East. Porcelain was also traded along the Silk Road to other cities and would eventually reach Europe when the ceramics would be used "china" (Document 6)

Luxury Goods Influence on Societies.

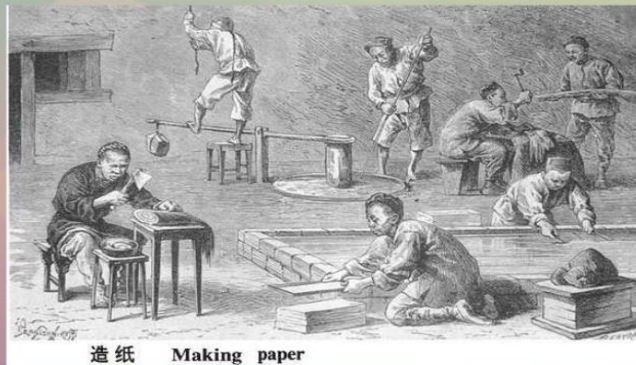
Over all luxury goods were a positive influence on human societies because it provided China a way to further their economy since it was in demand.

"Some eventually reached the Mediterranean, where its jewel-like shine delighted wealthy people in ancient Rome." (Document 4)

"Chinese porcelain became famous all over Asia and, eventually, throughout the world." (Document 6)

This shows that silk and porcelain was popular leading the Chinese to produce which would be profitable for China and its people.

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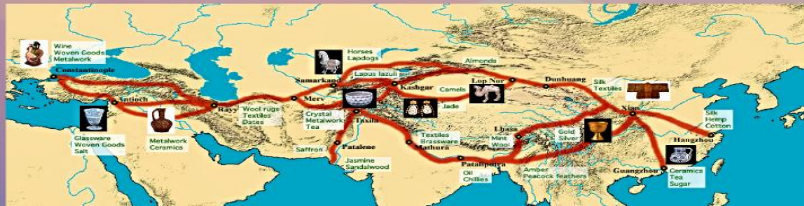
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GLOSSARY

PAGE-74

Ducking back: quickly going inside

Kora: pilgrimage

Drokba: nomad shepherd

Changtang: plateau in Western Tibet

PAGE-75

Kyang: wild asses

Pall: cloud

En masse: together

Manoeuvres: exercises involving a large number of animals

Billowed: swelled out and went

Mastiff: large and strong breed of dog

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PAGE-76

Tribute: payment for tax

Clogged: jammed

Meanders: winding curves

Swathe: long strip

Petered out: gradually came to an end

PAGE-77

Four-wheel drive: having a transmission system to provide power directly to all four wheels

Lurching: moving unsteadily

Cairn of rocks: pile of stones marking a special place.

Careered down: descended

Brackish: slightly salty

A hive of activity: full of people working hard

As smooth as my bald head: totally worn out

PAGE-78

Venerated-respected

Cosmology- ancient History

Headwaters-streams forming the source

Spread the grease around on- cleaned

Kicking around- passing time aimlessly

Drifting off- going to sleep

PAGE-79

Put my finger on-pinpoint

Paraphernalia- dress identifying his profession

Screws of paper- small paper packets

PAGE-80

Derelect- run down

Pool-a game similar to billiards

Supremely incongruous- totally out of place

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Cavernous- like a cave

PAGE- 81

Struck up- started

Escaped from the library- removed themselves from academic work

Tempered- weakened

Yaks- Tibetan ox

Prostrating- stretching and lying down with face down

ACTIVITIES:

1. Have students write an imaginary journal of their travels along the silk Road. Use reference books for historical accuracy.

Students collect details about the ancient network of trade routes which connected Europe and Asia and how these connections resulted in the trading of silk and spread of ideas and diseases.

Father to Son

Elizabeth Jennings (1926-2001) presents through the poem a personal experience of a father, which is at the same time a universal concern. Every father experiences the same feeling of helplessness depicted in the poem . When the gap between a father and son increases, a father obviously wonders how the distancing crept in and tries to mend it. He expects to regain the good old relationship. The father craves for a chance to set things right.

The father expresses his deep regret on not understanding his own son even though they lived together in one house. From his personal experience this father realises that staying together under one roof for several years doesn't bring people together. For a healthy and cordial relation one must maintain sound interactions with each other right from the beginning. Now the father determines and craves for a chance to draw a new of understanding from the son's infancy to the present moment. Thereby he believes that he can build a valid relation of love with his son

The father then wonders if he had sown his seed unfortunately like an inefficient farmer in neighbouring land. When it is time for harvest to collect the fruits, he is denied the right as the land was somebody's. Similarly the father is experiencing loneliness, abandonment and aloofness when both interact like strangers. Father is in a dilemma and wishes to escape from it. Father is puzzled and anxious to know why he is unable to love what his son loves, even though they both are of same shape and structure.

On account of several disparities other than in shape, the relationship has toppled down and silence surrounds them. Father is ready for any kind of submission just to bring back a healthy relation. Father is willing to accept his son back home like the prodigal son in the biblical story. Father being a parent is ready to stoop down for his son. He wants to be a part of his son's world rather than his son building a separate world for him. He has prepared himself to be an epitome of an ideal parent. He is willing to forgive his son and embrace him close to his heart. He feels that from this sorrow they will create a divine world of love forgiving and forgetting past.

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The father finally admits that many a times he finds himself in a confusing situation where he cannot understand himself and e always doubts why anger sprouts from sorrow. Anyway he has decided to stretch his arms to embrace his son pardoning him and accepting him. Both hearts crave to forgive each other

Flow Chart

- The speaker (the father) is frustrated as he is unable to communicate effectively with his son
- There is no bond of understanding between the father and the son
- Father regrets losing the rapport with his son after growing up
- Wonders how he has lost his right upon his son
- Only the shape and structure is the same but not their thoughts
- There remains a gloomy silence always between them
- Father wishes for a change and craves to renew his relation
- He wants his son to return like the prodigal son in the Bible
- Father is ready to forget the past and start a new relationship
- Father is ready to reconcile but hesitates to take initiative
- Father recognises that his anger has always grown from his sorrow
- Now it would please him if both stretch their arms with a heart longing to forgive each other

Vocabulary

1. Try to build up a relationship- The father craves to begin his gather son relation afresh. If possible form his childhood onwards.
2. The seed I spent or sown it
Giving birth to a son who seems/behaves like a stranger now is like a farmer whose seeds were sown in somebody's land and the farmer does not have any right on it since it was not in your land.
3. the child is built to my design- It is an old belief that a child always resembles his parents in shape and structure. Sometimes behaviour too.

Activity

Requirements for a healthy relationship

- Mutual respect. Respect means that each person values who the other is and understands the other person's boundaries.
- Trust. Partners should place trust in each other and give each other the benefit of the doubt.
- Honesty
- Compromise
- Individuality
- Good communication
- Anger control
- Fighting fair

Pick the phrases an lines that indicate distance between father and son

- I do not understand this child

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- I know nothing of him
- The land is his and none of mine
- He speaks like strangers
- What he loves I cannot share
- Silence surrounds us

Rhyme scheme of father to son-

It does not have a consistent rhyme scheme

The story of the prodigal son (The Bible)

The story begins with a man who has two sons. The younger son asks his father for his portion of the family estate as an early inheritance. Once received, the son promptly sets off on a long journey to a distant land and begins to waste his fortune on wild living.

When the money runs out, a severe famine hits the country and the son finds himself in dire circumstances. He takes a job, feeding pigs. Eventually, he grows so destitute that he even longs to eat the food assigned to the pigs.

The young man finally comes to his senses, remembering his father. In humility, he recognizes his foolishness and decides to return to his father and ask for forgiveness and mercy. The father who had been watching and waiting, receives his son back with open arms of compassion. He is overjoyed by the return of his lost son.

Immediately the father turns to his servants and asks them to prepare an enormous feast in celebration of his son's return.

Meanwhile, the older son boils in anger when he comes home after working in the fields and finds that a party with music and dance has been hosted by his father to celebrate his younger brother's return.

The father tries to dissuade the older brother from his jealous rage explaining, "Look, dear son, you have always stayed with me, and everything I have is yours. We had to celebrate this happy day. For your brother was dead and has come back to life! He was lost, but now he is found!" .

PPT/Videos/Articles

<https://timesofindia.indiatimes.com/life-style/relationships/parenting/the-changing-father-son-relationship/articleshow/36439609.cms>

<https://timesofindia.indiatimes.com/life-style/relationships/parenting/effective-communication-tips-for-creating-a-fulfilling-father-child-relationship/articleshow/83573826.cms>

The Kite Runner - A novel by Khaled Hosseini

The Summer of the Beautiful White Horse

SUMMARY:

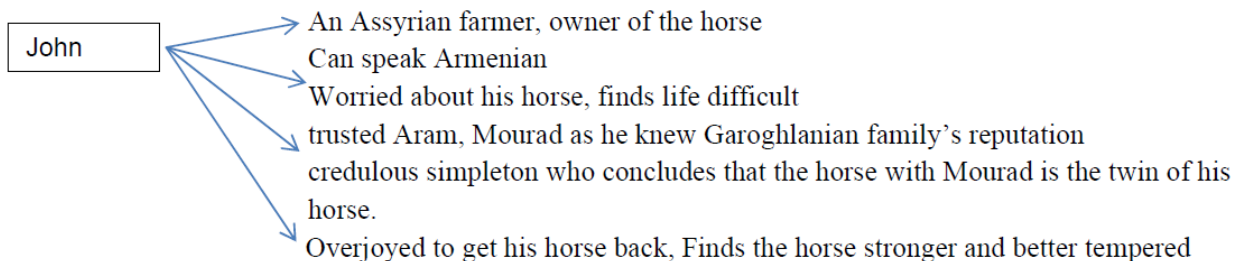
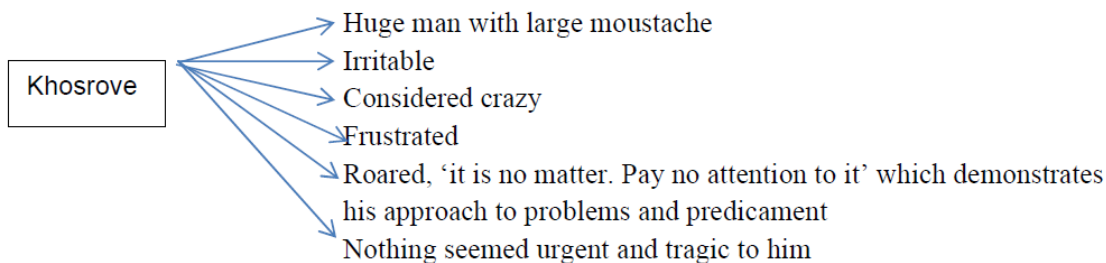
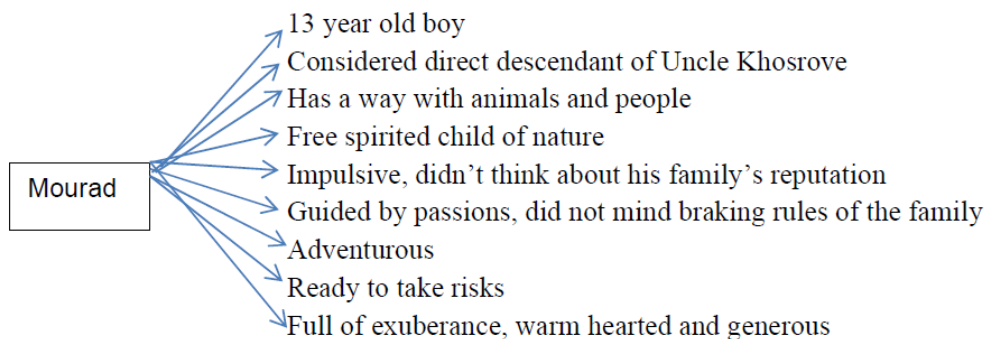
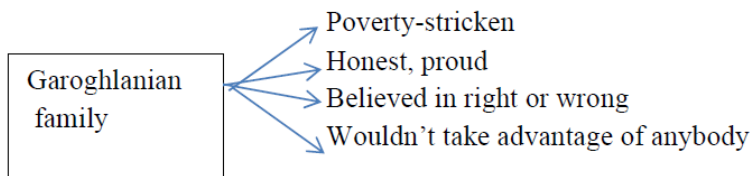
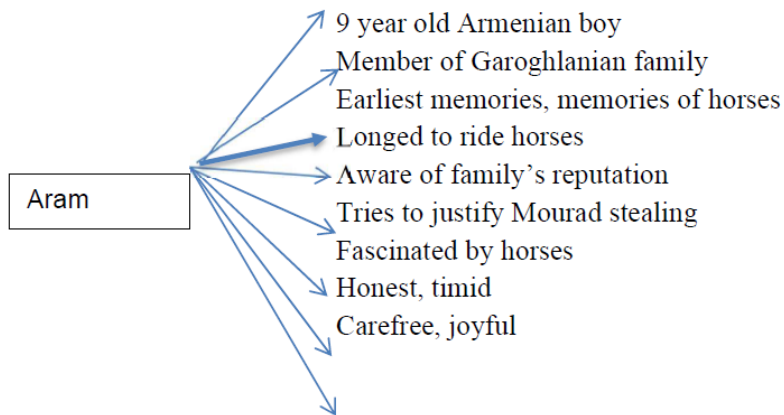
Aram and Mourad were two poor Armenian boys who belonged to the Garoghlanian family. The tribe was known for its honesty since the eleventh century. One early morning when nine year old Aram was asleep and his cousin, thirteen year old Mourad, showed up with a beautiful white horse. Aram could not believe it and thought it to be a dream. Moreover, the entire tribe was poverty-stricken. He tried to figure out if the horse had been stolen by his cousin. Mourad had come to invite him for a ride on the horse. Aram wore his clothes and jumped out of the window and sat behind Mourad on the horse. They rode on the old countryside of the area where they lived-Walnut Avenue. After some time, Mourad asked him to get off as he wanted to ride the horse alone.

Aram got to know that Mourad had stolen the horse a month ago and was riding it every morning. When he got his chance of a ride, the horse took him to the vineyard and threw him off and ran away. After searching for thirty minutes, Mourad finally managed to find the horse and they hid it in a deserted vineyard that had some oats and alfalfa. Mourad had a way with everything, especially horses. Every morning for two weeks, they would take the horse for a ride and then hide it again.

One day, John Byro, an Assyrian farmer, came to Aram's house to talk to his uncle Khosrove who was an irritated and loud man who shouted at almost everything. Byro told him about his missing horse whom he had bought for sixty dollars. For one month, he couldn't find it and he walked for ten miles to come to their house. Khosrove roared at him and told him, 'it's no harm, pay no attention to it. Byro became irritated by his attitude and he went away. Aram went to Mourad and told him about the missing horse of Byro and asked him not to return the horse until he had learned to ride it.

Mourad told him that it would take one year for him to learn to ride the horse. He further angrily added that they could not be thieves as their tribe was known for honesty and said that they would return the horse after six months. One day on their way back to hide the horse to the hidden spot, they met John Byro. He talked to them and carefully examined the horse. He admitted that the horse looked exactly like the one he had but since he knew their parents and the honesty of their family, he couldn't believe that they had his missing horse. He assumed that it was a twin of his horse. Mourad managed to let Byro assume that it was not his horse and they went away.

The next morning, both of them took the horse back to Byro's vineyard and put it in the barn. The dogs followed them all along quietly and they left the place. The same afternoon, John Byro came back to Aram's house to tell his mother about his horse who had come back. He was happy and astonished to see the horse was better-tempered and stronger than ever. Uncle Khosrove again roared, "Quiet, man, quiet. Your horse has been returned. Pay no attention to it".



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Vocabulary

1. Magnificence-the state of being very good, beautiful, or deserving to be admired
2. Longings-strong desire especially for something unattainable
3. Pious- sacred
4. Vineyard-a plantation of grapevines
5. Orchard-an area of land devoted to the cultivation of fruit or nut trees.
6. Capricious-given to sudden and unaccountable changes of mood or behaviour.
7. Vagrant-one who has no established residence and wanders idly from place to place without lawful or visible means of support.
8. Snort- to force breath suddenly and violently through the nostrils so as to make a harsh sound
9. To dawn on-realize something for the first time
10. Alfalfa- a deep-rooted leguminous perennial plant (*Medicago sativa*) of southwestern Asia that is widely grown for hay and forage
11. Barn- a usually large building for the storage of farm products or feed and usually for the housing of farm animals or farm equipment
12. Parlour- a room used primarily for conversation or the reception of guests
13. Deserted- desolate and sparsely occupied or unoccupied
14. Surrey- a four-wheel two-seated horse-drawn pleasure carriage

Activities

1. Collecting information about the Armenian American community and presenting in the class as seminars, PPTs.
2. Conducting debate on the topic- should refugees be given shelter in countries which are grappling with their own problems like overpopulation and unemployment?
3. Collecting information about tribal groups residing in the state, mentioning their culture, customs, tradition, food habits and presenting as a PPT.
4. Collecting pictures and videos of various folk dances and presenting in the class as a PPT, seminars.
5. Narrating to the class an incident from the student's life that taught him/ her a valuable lesson in rectifying their mistakes.
6. Conduct a class discussion on the topic- how can we inculcate values in this age of technology?
7. Poster- You are a member of the S.P.C.A. Draft a poster in not more than 50 words, to create awareness on the need to prevent cruelty against animals.
8. Economic disparity leads to the problems of law and order. Write a debate in 120-150 words on the topic. You are Navtej/Navita.

Useful Links for PPTs videos

1. https://diksha.gov.in/play/collection/do_31310347526832128011481?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content
2. https://drive.google.com/drive/folders/1DvFNng2IODLO0h9ut_qHg7PTdTL8tN9p

3. <https://youtu.be/QsWtbv0IpIA> part 1
4. <https://youtu.be/0bJOAy1v0yY> -part 2
5. <https://youtu.be/gdYFA0cadTA>

The Address Summary

Set in the aftermath of the War that shook Holland, this moving short story relates how a daughter goes in search of her mother's belongings after the War. The narrator is the daughter of Mrs S., who died during the war. The narrator went to number 46, Marconi Street to see Mrs Dorling who claimed to be an old acquaintance of her mother. It was she who had removed almost all the belongings of her mother during the war to her place on the pretext of saving her precious things, which Mrs S would lose if she had to leave the place during the War.

The narrator had seen Mrs Dorling for the first time during the first half of the war. The narrator had come home for a few days and noticed some changes in the rooms. Her mother informed her that Mrs Dorling had moved these things to safety and gave her the address.

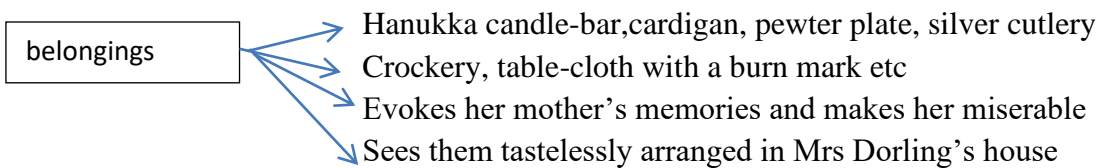
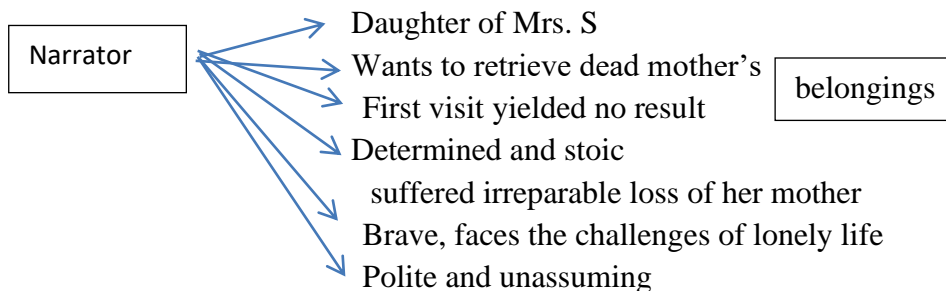
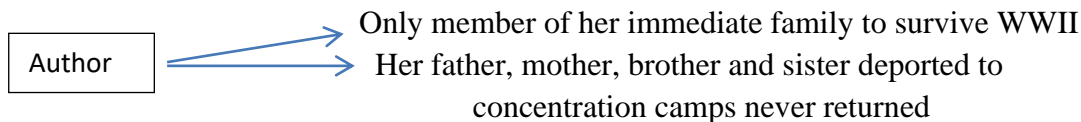
After the war, the narrator visited the address her mother had given her. She remembered Mrs Dorling clearly. She was a woman with a broad back. Mrs Dorling looked at the narrator searchingly and showed no sign of recognition. She kept staring in silence. She saw that the narrator, who had recognised her mother's green knitted cardigan, was looking at it. She half hid herself behind the door and refused to see her. She was surprised to see the narrator who had survived from the war and informed that it was not convenient for her to meet the narrator and closed the door cautiously.

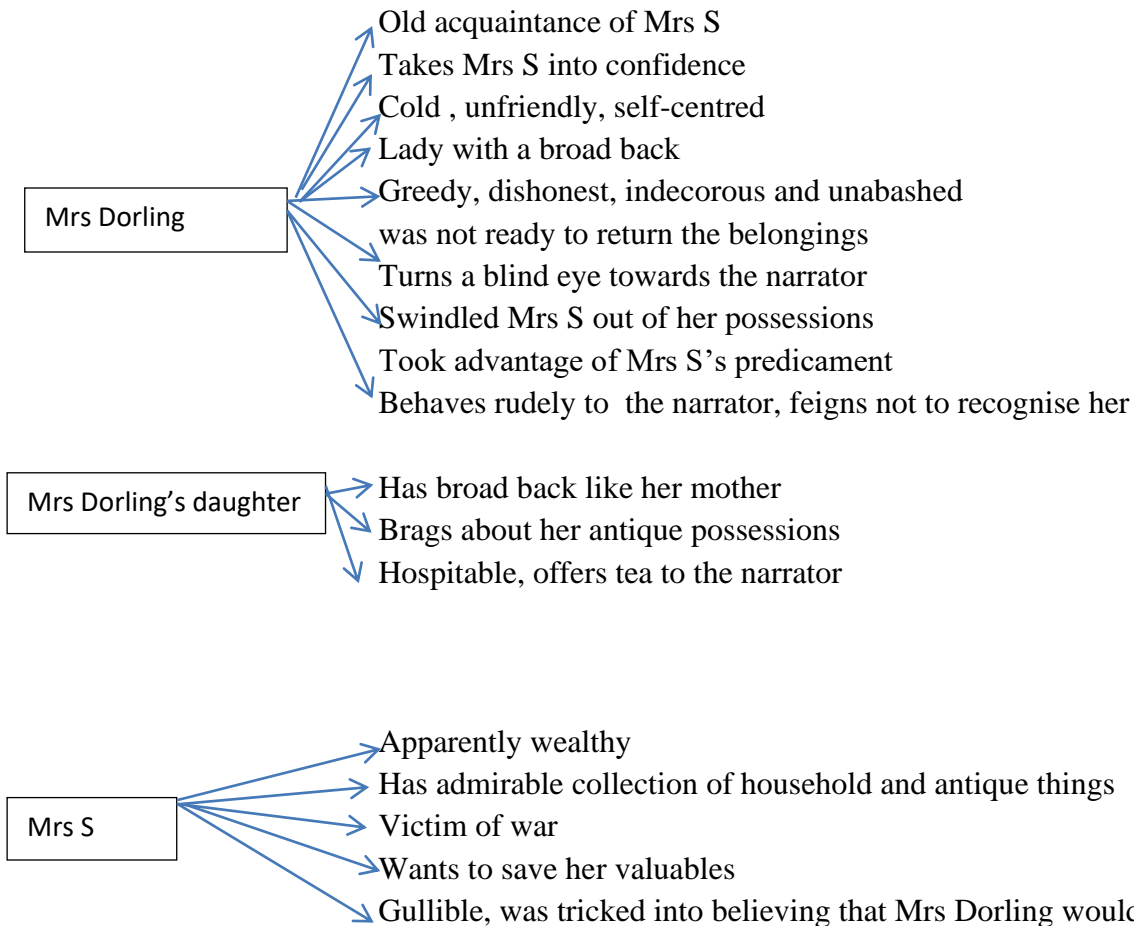
Disappointed, the narrator returned to the station and boarded the train. She remembered the first time she had seen Mrs Dorling and how her mother had introduced her to her old acquaintance and given the address.

After the first visit, the narrator visited the place a second time. This time, a girl(Mrs Dorling's daughter) of about fifteen opened the door as Mrs Dorling was on an errand.Unlike the narrator's first visit which was in vain, she could enter Mrs Dorling's house on her second visit.The narrator followed the girl along the passage. The first thing she saw there was an old-fashioned iron Hanukkah candle-holder hung next to a mirror. Then they went to the living room. The narrator was taken aback as she was in a room she knew and did not know. She found herself in the midst of things she had longed to see again. She was distressed by the strange atmosphere, the tasteless way of arrangement and ugly furniture. She couldn't muster up the courage to look around her.

She sat down and stared at the woollen table-cloth. As she followed the lines of the pattern and found the burn on the table-cloth. The girl poured her tea from a white pot which had a gold border on the lid. She opened the box and took out some spoons. The narrator praised the box. Mrs Dorling's daughter said that it was antique. They had got lots more and she pointed round the room. The narrator knew very well which things she meant. The girl went to remark that the cutlery-spoons, forks and knives were silver. The objects in the house were linked to her mother who was no more. They arouse memories of familiar lives of pre-war times. At first, she was eager to see them, but now they had lost their value since they were severed from her mother and were stored in strange surroundings. Moreover, she lived in a small rented room with space for no more than a handful of cutlery fitted in the narrow table drawer.

She finally resolved to forget the address. She wanted to leave the memories of her mother and the war behind her and decided to move on.





Vocabulary

1. Chink - a narrow opening, typically one that admits light
2. Fleetingly- in a way that lasts only a short time
3. Cardigan- a piece of clothing, usually made from wool, that covers the upper part of the body and the arms, fastening at the front with buttons and usually won over other clothes.
4. Musty- smelling unpleasantly old and slightly wet
5. Jamb- a side post or surface of a doorway, window, or fireplace.
6. Lugging-the act of carrying or dragging (a heavy or bulky object) with great effort.
7. Reprovingly- in a way that shows that you do not approve of something that somebody has done.
8. Beckon-make a gesture with the hand, arm, or head to encourage or instruct someone to approach or follow.
9. Hanukkah-Hanukkah is observed for eight nights and days, starting on the 25th day of Kislev according to the Hebrew calendar, which may occur at any time from late

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November to late December in the Gregorian calendar. The festival is observed by lighting the candles of a candelabrum (candle holder with multiple arms) with nine branches, commonly called a menorah or hanukkiah.

10. Cumbersome-Something that is cumbersome is large and heavy and therefore difficult to carry, wear, or handle.
11. Muggy- unpleasantly warm and humid
12. Pewter plate- a bluish-grey metal that is a mixture of tin and lead.
13. Sideboard- a flat-topped piece of furniture with cupboards and drawers, used for storing crockery, glasses, and table linen.

Activities

1. Imagine you are the narrator of the story. You visit Mrs. Dorling. Write your reaction at the unrewarded meeting with Mrs. Dorling.
2. Design a poster in not more than 50 words on the topic 'Say No to War' on the occasion of International Day of Non-violence.
3. Conduct a class discussion on 'how adversity emboldens people'.
4. Peace is the virtue of civilization. War is its crime. Write a speech on the futility of war in 120-150 words.
5. Conduct a class discussion on the topic '-sometimes it is better to forget than to remember'.

Useful links and videos

1. https://drive.google.com/drive/folders/1vyBmCQfPX67PHvCjb_ICdKN12djF-twG
2. https://diksha.gov.in/play/collection/do_31310347526832128011481?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content
3. <https://youtu.be/Gf3IKU-VETM> Part 1
4. <https://youtu.be/BdLDJfMzY-w> Part 2

MOTHER'SDAY - J. B. PRIESTLEY

Mrs. Annie Pearson was a housewife, not being respected by her family members. She was treated like a servant.

Mrs. Fitzgerald, a fortune teller and magician agreed to help her. Both of them exchanged their personalities.

When the family members reached home, they have witnessed a different face of Mrs. Pearson (actually Mrs. Fitzgerald) a dominating and stubborn character

Mrs. Fitzgerald taught a lesson to the ruined family members and they realized their mistakes. They promised to respect Mrs. Pearson.

Theme-It is a satirical and humorous depiction of the status of the women, in particular, a housewife in a family.

SUMMARY

Annie Pearson was a housewife in a ruined family. She saw that her children and husband considered her like a slave at home, supposed to make food for them and iron their clothes and all the rest of the household chores. She longed for a change but was not prepared to make this change. Annie was paid a visit by her neighbour Mrs. Fitzgerald, Mrs. Fitzgerald was a very strong character, a symbol of feminism or at least, a person who was much ahead of her time. Having found Annie in such a mess, Mrs. Fitzgerald felt sorry for her so she decided to do something for the hapless. She exchanged her character with Annie's and Annie's with hers. When Doris Pearson returned from work, she was shocked to see her mother. Then came Cyril entered, matters had worsened. Son and daughter had never seen their mother drinking liquor and smoking cigarettes after cigarettes! Finally came the head of the family – George Pearson. When he saw what his children had seen and heard more than what the children had heard, George found no tongue in his mouth. His wife had never been like this. She called him a name that his friends teased him at the club and laughed at him. She declared that she had decided not to cook for them, iron their clothes and wait

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for them to have food. She made it very clear that she was not willing to work in the house unless she were paid due respect and be thanked for every favor. The family learnt a great lesson that day. Mrs. Fitzgerald – Shah... Annie! – returned by this time. Later, the two friends returned their characters and the play ends happily, Annie Pearson duly accepted and respected.

Short Answer Questions

1. What is Mrs. Fitzgerald's opinion about Charley Spence?
Answer: Mrs. Pearson opines that Charlie Spence is buck-toothed and half-witted and she would not like to be seen dead with a fellow like Charlie Spence.
2. What is Doris's idea what might have happened that made their mother behave so strangely?
Answer: Doris suggested to her brother Cyril that their mother could have hit her head against something and got a concussion and therefore she behaved in a strange way.
3. What does Mrs. Pearson tell George Pearson what people's conception about him in the Club is?
Answer: Mrs. Pearson, who is actually Mrs. Fitzgerald, tells her husband that he is a standing joke for the other club members and they call him Pompy-ompy Pearson as they think he is very slow and pompous.
4. What is Cyril's prime fault as expressed by Mrs. Pearson?
Answer: According to Mrs. Pearson, Cyril spends too much time and money at greyhound races and dirt tracks and ice shows.

Long Questions:

1. What are the issues that the play, Mother's Day highlights?
Answer: The play Mother's Day basically highlights the different real aspects related to the status of the mother in a family. In many families the mother is a house wife who stays at home while the father and in some cases the children go out for works. The popular concept is that only those who are in service have to work hard and therefore they need weekends and holidays for taking rest and after coming from work they need to be waited upon by the mother who is seen as living a life of leisure. The reality is that the job of mother in a family is a twenty four hour harsh job for which she cannot have the luxury of even enjoying any weekend and holidays.
That is the case with Mrs. Pearson in this play. Her two grown-up children Cyril and Doris Pearson and her husband George Pearson always take the work that Mrs. Pearson does at home for granted and gives absolutely no credit to her for that and they want her to be at their beck and call. However it is Mrs. Pearson whose love and care and concern and soft attitude and lack of any assertion at all towards those three members of her family that has created trouble for her and has spoilt them. The mother needs to be harsh and assertive every now and then with her children and husband, reminding them that the work she does is a round the clock work and is valued much more than theirs. If the mother of the family turns out to be too soft with her attitude towards her children and husband, then the children are bound to be led astray and spoilt as is the case with Cyril and Doris Pearson.
Ultimately Mrs. Fitzgerald's idea of changing bodies and personality with Mrs. Pearson brings reform to the errant family members.

2. How does Mrs. Pearson reform her spoilt family members?

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Answer: Value Points: -Mrs. Fitzgerald is Mrs. Pearson's neighbour. -She is domineering, practical, quite opposite to the character of Mrs. Pearson. -Mrs. Pearson is soft, unassertive, and too fond of her children and husband. -She knows about their mistakes but cannot be harsh with them. -Mrs. Fitzgerald compels her friend to agree to change body with her with magic to straighten her family members. -So they change bodies. - Mrs. Pearson first takes on her daughter Doris whom she scolds for her erratic behaviour. -Next she takes on her son Cyril whom she scolds scathingly for preparing to go out for late night parties. -Ultimately, she attends to her husband who has acquired very bad name in his club where he spends most of his time/ -Mrs. Pearson's behaviour is puzzling for the three confused family members. -The three ultimately are made to be aware of Mrs. Pearson's actual status in her home. -They promise to reform themselves. - Mrs. Pearson and Mrs. Fitzgerald change back their bodies.

3. Make character sketches of Doris, Cyril and George Pearson. –

Doris is perfectly spoilt. / wants to be waited upon by her mother/takes no permission for going out with her boyfriend who according to her mother is worthless/ Weeps in every possible opportunity/highly immature. –

Cyril is equally pampered and immature/ wants to be waited upon by his mother/engrossed in outdoor life/ late night partying and betting on horse racing/ -

George Pearson is haughty, pompous, arrogant and self-important and uncivil/ careless of domestic duties/ unconcerned about his wife's wishes and pain/ engrossed in an outdoor life/ spends his time in the club where he has got a bad impression unknown to him/ ultimately is brought to the reality of his actual social situation.

4. Questions for Practice:

Long Questions:

1. What is the universal aspect of the story in the play?

2. Do you feel that Mrs. Pearson will really be able to keep her family members on track or you feel Mrs. Fitzgerald's good work will be wasted in due course of time?

Youtube link

<https://youtu.be/UPbiRQ-QzZ0>

<https://www.youtube.com/watch?v=h0r-I5Djpu8>

BIRTH -A.J.Cronin

Dr Andrew Manson has just begun his medical practice in the small Welsh mining town of Blaenelly

Joe Morgan approaches Dr Andrew Manson to help in the delivery of his wife. They were expecting the birth of the first child after twenty years of their marriage.

The doctor promises to help them. Unfortunately it was a still born baby

Dr Andrew Manson makes his best efforts to revive the child. After almost half an hour of frantic efforts, he succeeds and comes away with a sense of achievement.

Theme- A doctor's sense of duty, dedication, and humanistic approach towards his patients.

The supreme joy of motherhood.

The real sense of fulfillment and peace and joy that a piece of good work done brings to human mind.

SUMMARY

Dr Andrew Manson has just begun his medical practice in the small Welsh mining town of Blaenelly. When he returns from a frustrating evening with his girlfriend Christine, Joe Morgan

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approaches Dr Andrew Manson to help in the delivery of his wife. They were expecting the birth of the first child after twenty years of their marriage. The doctor was therefore necessary for the delivery. When Doctor Manson reached Joe Morgan's house, he found Mrs. Morgan in labour pain. Mrs. Morgan's mother, the midwife and the nurse were waiting for the birth of a baby eagerly. Mrs. Morgan was anaesthetized, and at the break of dawn a lifeless child was born. It seemed the child had witnessed asphyxia, pallid. The doctor immediately remembered a case which he had seen during his days in medical school. He immediately started working on the stillborn. He desperately wanted the child alive as so many people's happiness depended on this child. So he started the special method of respiration and after half an hour of hard work he could breathe the air of success as he was able to save a life. This incident changed his whole future .Now he was a man with more confidence and courage than he had been a few hours ago.

Value Points

People's sense of responsibility towards work.

A doctor's sense of duty, dedication, and humanistic approach towards his patients.

The supreme joy of motherhood.

The real sense of fulfillment, peace and joy that a piece of good work done brings to human mind.

The real piece of work in human life lies in bringing joy in other people's life.

The tremendous sense of expectation and anxiety that is caused in other members of the family when a baby is on the way.

The technical aspects of the resuscitation method as regards a new-born.

Short Question Answers:

1. What was the dilemma that Andrew faced after the baby was born?

Answer: After the baby was born, Andrew was faced with the dilemma whether to attend to the baby who was still-born in order to try to resuscitate it or to turn his attention rather to the mother, Susan Morgan, who was in a desperate state of health because of loss of blood and labour pain.

2. Why was Joe and Susan Morgan's case special for Andrew?

Answer: Joe and Susan Morgan's case was special for Andrew because Joe and Susan were expecting their first child although they had been married for twenty years.

3. What was Susan Morgan's suggestion to Andrew which she informed through her mother-in-law?

Answer: Susan Morgan wished that she was not to be given the chloroform if it would harm the baby.

4. What did Andrew guess could be cause of the baby being still born? Answer: Andrew found out that the baby had turned white and it could mean only one thing: asphyxia which is suffocation or unconscious condition caused by lack of oxygen and excess of carbon dioxide in the blood, accompanied by paleness of the skin, weak pulse, and loss of reflexes.

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5. What is your impression about Dr. Andrew as a doctor and a human being?

Answer: The story Birth is a comment on what a doctor should really be as a doctor and a human being. Dr. Andrew is an exceptionally dutiful and kind and passionate human being. Not only he sets aside mental and bodily fatigue to visit Joe Morgan's house dead at night, but also he almost rebels against nature's laws to keep trying to bring breath back to the still born baby wherein he succeeds.

Long Questions with answers

1. Describe the efforts that Andrew made in order to bring the still born baby back to life.

Answer: After pulling the still born baby out from beneath the bed, Andrew could guess why the baby had lost its breath. The cause was asphyxia which is a condition in which insufficient or no oxygen and carbon dioxide are exchanged on a ventilator basis caused by choking or drowning. Therefore, he realized that there was point in trying to resuscitate the baby with the help of the traditional resuscitation methods applied in such cases. So he first laid the baby upon a blanket and began the special methods of respiration. Thus he poured hot and cold water in two basins and frantically went on pushing the baby into the water of both the basins alternately for almost half an hour. But no breath emerged from the baby and a sense of desperation and defeat set in his mind. Still he wanted to put in another last effort. So this time, he rubbed the baby with a rough towel and then he crushed and released the little chest with both his hands, trying to get breath into that lax body. And after this, the miracle happened and the tiny chest of the baby gave a heave and then another and then another and Andrew was victorious as the baby was finally revived.

2. Why does Andrew comment that he had done something real at last in Blaenelly?

Answer: Birth a beautiful short story by AJ Cronin portrays Dr Andrew, a young doctor his sense of duty, dedication, and humanistic approach towards his patients. Andrew Manson is a doctor just out of medical school. The place where he works is a small mining town named Blaenelly.

He had been handling the case of Joe and Susan Morgan who were expecting their first child after twenty years of marriage. Andrew had assured the couple of no complication and safe delivery of the baby. He visits Joe Morgan's house dead at night as Susan Morgan has premature labour pain. In an atmosphere of anxiety and expectation, he works for the safe delivery of the baby .A lifeless baby is born and Susan is on the verge of death too .Andrew is crushed, he first helps Susan's condition improve.

Then he works massively for resuscitating the breathless baby. After half an hour's harsh struggle, the baby breathes -At last Andrew can be true to the promise he had held. -Saving the lives of two this way and guaranteeing joy to a whole family is thus something real.

The Tale of Melon City

By Vikram Seth

Vikram Seth, (born June 20, 1952, Kolkata, India), is Indian poet, novelist, and travel writer. He is well known for his verse novel 'The Golden Gate' (1986) and his epic novel 'A Suitable Boy' (1993). Seth's collections of poetry such as 'Mappings' and 'Beastly Tales' are notable

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contributions to the Indian English language poetry canon. He has received several awards such as Padma Shri, Sahitya Academy Award, Pravasi Bharatiya Samman, WH Smith Literary Award and Crossword Book Award.

The poet dedicates the poem to Idries Shah, an author in the Sufist tradition. Idries Shah wrote 'The Tale of Melon City' as a short story in his book, 'The Caravan of Dreams'. That story was converted into a poem by Vikram Seth in his. The poem is similar in style to a folklore but skillfully woven with a satirical quill and ironical twists using couplets.

This poem is taken from Mappings which was published in 1981 and is included in the Collected Poems. It is a witty blow on people in power. It caricatures any government system whose policies are formed on the basis of superstitions and irrational old age beliefs. We feel ourselves transported to the land of the bird brains.

However, the king in the poem is law-abiding and peace-loving, but soon we find out how hollow that claim is. The king commanded the construction of an arch across the street for the enlightenment of people. After the arch was complete the king passed below it and his crown fell down. Moreover, he became angry and wanted to punish the chief of builders for making the arch so low by hanging him. Surprisingly, the king wanted to establish peace by eliminating anyone who committed a trifle of mistake.

So, they set up the gallows and the soldiers brought in the builder for hanging. Builder fell on his knees and pleaded for mercy. Further, they said it was workmen's fault. So, the king ordered hanging of workmen. The minute workmen to be hanged, they said that it was masons' fault because they supplied wrong size brick.

The masons said it was architect's fault. In this way, everyone passes the blame to someone else. However, the architect said it was the king who made modifications in the plan. Here, the poet satirises the human tendency of passing blames on others rather than facing the consequences of their own deeds. The king was very abashed. Hence, he called the wisest man of the kingdom. As per their criterion, the oldest man of the city who was on his death bed was taken to the king. The wise man advised the king to hang the arch as it was the criminal.

Consequently, huge gallows were set up to hang the arch. But the councillor said that we cannot hang the arch as it has become pure by touching the king's head.

By this moment the crowd became agitated and impatient for a hanging. By fear of rebellion, the king ordered the instant hanging of anyone, guilty or not, to soothe the crowd. Hence, everyone who was present measured to fit the high set noose. But only the king fitted it perfectly. And as per his order executioner hanged him.

The ministers heaved a sigh of relief that someone was hanged or else the crowd might have turned against them. We could see how nincompoops were the ministers and the king himself.

In addition, the city had a bizarre custom of electing a new king. The custom was that anyone who passes through the streets the next day will choose the king. The process highlights and ridicules indirectly the foolishness of incompetent people. Hence, the next morning, when the guard asks a passer-by who must be the king, he replied, "Melon." Because the pedestrian was an idiot whose answered all the questions with just one word "Melon."

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Therefore, they coronated the melon as their king. And from that day onwards, they pronounced the city as “Melon City”. People of melon city are satisfied as long as they are allowed to continue their private businesses without government interference. A melon being king giggles us to the core but leaves us thoughtful that a king must be intellectual and human enough to understand his people's needs and emotions.

Tone:

Satirical and ironical

Genre:

Political satire written in rhyming couplets of ‘AA’

Theme:

Government policies and laws must be framed to mobilizing the people of a country in the best direction possible and the competent people must be selected to maintain the effective and responsible management of an organization, a country, etc.

Poetic Devices:

1. Irony: It is a situation in which there is a contrast between expectation and reality.	‘Long live the King! The King is dead.’ ‘There was a just and placid King.’ (The king was fickle-minded, whimsical) There are many ironical situations in the poem. e.g., the king is hanged over a petty matter. The people choose a melon as their king etc.
2. Alliteration: It is the use of the same sound at the beginning of words that are close together.	“long live the king”, “the workmen went” ‘an arch’ ‘so since’ ‘his head’ etc.
3. Inversion: It is the reversal of the normal order of the words and phrases in a sentence for poetic effect.	– “so old (and therefore wise) was he” – “Truly, the arch it was that
4. Repetition: It is the repetition of words and phrases of poetic effect.	– “long lives the king!” – “The chief of builders”
5. Onomatopoeia: It is the formation of a word from a sound associated with what is named.	– “Muttering” – “Quivering “
6. Oxymoron: It combines contradictory words with opposing meanings to convey deeper meanings.	- Of finer points like guilt . The nation
7. Assonance: It is the resemblance of sound between syllables of nearby words, arising particularly from the rhyming of two or more stressed vowels, but not consonants.	- They pondered the dilemma; then , - Crowning a melon. Then they led

Glossary:

placid – even-tempered, proclaimed – announced officially, triumphally – delightfully, span – pass

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over, thoroughfare – main road, edify – enlighten, he lost his crown – his crown struck the arch and fell down, gallows – structure on which criminals are hanged, placider – calmer, quivering – trembling, do ordain – order, saw red – became angry, lost his head – lost control over his emotions, nay – no, quavering – shaky, scaffold – a raised wooden platform used for hanging, mused – thought carefully, noose – a loop of rope with a knot used for hanging criminals, decree – order, unruly – uncontrollable, pondered – thought over, dilemma – perplexing situation, heralds – messengers, laissez faire – the policy of leaving things to take their own course.

MIND MAP

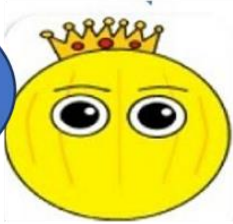
Once the king planned to construct an arch which would become a symbol of his triumphs and accomplishments.



The arch was built. When the king rode through it, his crown hit the top and fell from his head.



So, a melon was crowned as a king in a proper ceremony.



The king lost his temper and ordered the chief of builders to be hanged.



An idiot who was fond of melons passed the gate. When the guards asked him to name the king, the idiot said, 'a melon'.

Followed their old custom, they sent out messengers to proclaim that the next person to pass the city gate would choose the next king.

The chief of builders blamed the workmen. They, in turn, blamed the masons. The masons blamed the architect who had made the plans. The architect blamed the king who has made some changes in the plan.



So, the king was hanged.



The King got stuck in a tricky situation so he sought the advice of a wise man. The wise man was so old that he could neither walk nor see. He proclaimed in a shaking voice that the real culprit was the arch. So, the arch was to be hanged.



But someone must be hanged as the crowd wanted a hanging. So, each man was measured to fit the high set noose. Unfortunately, only the king fitted it perfectly.

The councillors objected this as the arch touched the royal head with respect.

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Short Answer Type Questions:

Q1. What did the king order to be built? What happened when it was built?

Ans. The king ordered to build an arch across the major thoroughfare of the city as a symbol of triumph and to motivate the people who would see it. When the arch was built, the king rode down the main road to inspire others. The arch was built too low and the king's crown fell down when it struck the arch.

Q2. Comment on the statement 'There was a just and placid King'.

Ans. The phrase 'just and placid' means who does justice and has an even temperament. The statement is quite ironic because the king in the course of the story turns out to be whimsical and fickle-minded. He used to lose his temper even over a small incident. His exaggerated sense of justice caused even his own death.

Q3. What did the King do when his crown fell down as it stuck against the arch?

Ans. The King instantly lost his temper at this disgrace. He held the chief of builders responsible for making the arch so low and ordered immediately for his execution.

Q4. How did the blame fall on the king finally?

Ans. The chief of builders was summoned for execution; he shifted the responsibility to the labourers. According to the labourers, it all happened due to faulty size of the bricks supplied by masons. The masons, in their turn, put the blame on the architect. But the architect reminded the king that he had made certain amendments to the plans when they were shown for his approval. In a way, the architect indirectly put the blame on the king

Q5. What did the king decide to do when the blame fell on him indirectly?

Ans. The argument of the architect left the king completely confused. Considering the matter to be intricate, the king sought the advice of a wise man. He ordered to bring to him the wisest man in the country.

Q6. Describe the wisest man of the city. How was he selected?

Ans. The oldest man of the city was considered to be the wisest. At the King's command the wisest man was brought, rather carried, to the Royal Court. In fact, he was so old that he could neither walk nor see.

Q7. What did the wise man counsel?

Ans. The wise man proclaimed in a trembling voice that the culprit must be punished. Truly it was the arch which banged the crown off. So, according to him, the arch must be hanged.

Q8. What was the argument of the councillor against the wise man's decision?

Ans. While the arch was being taken to scaffold to be hanged, a councillor remarked that the arch touched the king's crown respectfully. According to him, it has become pure by touching the royal head. So, it should not be hanged.

Q9. What was done to pacify the restless crowd?

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Ans. The crowd was getting restless. Perceiving the situation, the king ordered that someone must be hanged, guilty or not, as the nation wanted it. A noose was set up. It was somewhat high. Each man was measured turn by turn. There was only one man who was tall enough to fit in the noose, and it was the King. So, His Majesty was hanged by his own 'Royal Decree'.

Q11. Discuss about the custom of selecting the new king.

Ans. The mechanism for selecting the ruler was that whoever passed through the City Gate first the next day would be selecting the next king or ruler. This technique of selecting a new ruler precluded hereditary rule and any conspiracy involving the king's selection or concerning the king. The ministers have to adhere to the rules with the utmost rigor.

Q12. How was a melon crowned as the king of the country?

Ans. Since the king was dead, ministers with enlightened minds sent messengers to announce that the next one to pass through the City Gate would elect a ruler for their country. It was their custom and their rites were kept with due respect. A fool passed by the gate of the city. The guards asked him to decide: "Who will be the King?" The fool answered "melon" because it was his usual answer to all the questions. So, they coronated the melon in customary way.

Q13. What is your opinion for the selection process practiced by the ministers and people of the state?

Ans: The process of choosing a king or ruler for a country is foolish and idiotic. Choosing a ruler based on a single man's vote is never a good idea. The idea of appointing a monarch of the state made the state extremely unhappy and vulnerable. A king is the guardian of his subjects. The king should be capable of dealing with any situation. Giving a person the power to choose a ruler on behalf of all citizens is both humiliating and ridiculous.

Q14. What are the principles of 'Laissez- faire'?

Ans. Laissez-faire is a French phrase that means "allow to do.". It also means the doctrine of avoiding government interference in business. So, these principles worked well in the melon city "when a melon" was made the king and that did not interfere the lives of his subjects. They were happy till the king let them live in peace and liberty.

Long Answer Type Questions:

Q1. Thomas Jefferson said "The government you elect is the government you deserve". The statement describes the importance of public voting. Based on your reading of the poem 'The Tale of Melon City', elucidate the statement.

Ans. In democratic countries like India, it's the responsibility of the people to elect the right candidate. A good leader will make sure that the future will be safe, progressive and prodevelopmental. People complain that we don't have proper roads, no regular supply of water, no development, corruption etc. Rather than complaining if we elect a good candidate who will work for the people then that's what the true power of common man.

'The Tale of a Melon City' caters ludicrous activities and narrates in an amusing tone the events leading to such a situation when no other but a melon was coronated as the king. The poem is about

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the old ways of administering justice through the king's speech. The words of the monarchs were formerly regarded as the words of God, and no one dared to dispute them. The king in the poem was someone who was swayed by the people's arguments. People in his state used to play him for a fool by telling him lies. They would declare someone else a criminal for their misdeeds, and the kings would listen to their reasons. The king due to his foolishness paved way to his own death. After his death, the new king was selected in a very irrational and erratic way. Following their idiotic custom, they asked a fool to elect the king. The king or the ruler must be elected based on his competencies and calibre. The poem revolves around the idea that wrong rules and regulations and incompetent leader can spoil the whole scenario sometimes.

So in the undercurrent of humorous happening, the poet has highlighted a very glaring point that we should always remember that we (as an individual) should not elect a person based on just caste (thinking that he is of my caste), religion and creed. Our constitution has given a very important power to us to elect the person who can take forward the country on the right path, so we have to use our power intelligently.

Q2. 'The Tale of Melon City' by Vikram Seth is a skillfully woven story in verse with a satirical quill and ironical twists. Comment

Ans. Value points –

The poet – satirizes--- in humorous tone --- method of dispensing justice by autocrats----people in power----- the bureaucrats and administrators----- the severest satire on monarchy ----- the 'King' -- --- portrayed as the most foolish person-----ordered the construction of arch----- banged his crown----lost his temper instantly-----decided to punish the chief of builders-----the blame game started-----people took advantage of king's imprudence-----everyone escaped ----- passed blame on others-----finally, the oldest thus wisest man of the city summoned-----he pronounced the arch to be hanged---gullible king listened everyone -----preparations done---highly comical-----minister objected-----restless crowd-----finally king was hanged-----ministers satisfied-----hushed the rebellion---selection of new king-----irrational system and bygone laws -----the idiot answered melon----- coronated ceremoniously-----highly amusing----people satisfied-----no governmental interference----- thought provoking mockery ---importance of proficient administration ----

LISTENING AND SPEAKING

The first rule of my speaking is, listen!

Larry King

Listening

Listening is often considered to be a skill that one acquires through every day interactions. But like any skill, excelling in listening requires knowledge of various techniques, exposure to a wide variety of listening text types and oodles of practice!

Listening Objectives

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- Listening for specific information
- Listening to understand gist
- Listening for pleasure
- Listening to understand writer's tone
- Listening to comprehend implied meaning

Listening text types include

- Speeches, talks and lectures
- Interviews and discussions
- Conversations
- Songs and stories

Listening test question types

- Multiple Choice Questions
- Gap-fill exercise
- Note-completion
- Table completion
- Diagram or Map completion
- True-False questions
- Sentence Completion

Tips to improve listening

1. List out a few words or phrases that you expect to hear. Prediction helps to activate your brain and understand the content better.
2. Be aware of how words are pronounced to help you listen better.
3. Make notes as you listen.
4. Try to engage with the content.
5. Listen for pleasure by listening to songs, stories and podcasts.
6. Regularly practice listening skills.
7. **For a listening test follow these tips.**
 - a. Read the questions to get an overall idea of what the content is about.
 - b. Predict words or phrases you are likely to hear.

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- c. Listen once to get an overall idea and make notes.
- d. Pay close attention to distractors, linkers and the speaker's tone.
- e. Listen again to confirm your answers
- f. Carefully mark your answers.

Links to practice listening

Short stand-alone listening practice activities with specific objectives

1. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/c11069-can-you-understand>
2. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b11054-listening-to-dialogues>
3. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/c21063-what-s-the-product>
4. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/c11002-understanding-implied-meaning>
5. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b11003-listening-for-detail>
6. <https://ieltsliz.com/listening-dictation-practice/>
7. <https://learnenglishteens.britishcouncil.org/exams/listening-exams/you-listen>

Sample exercises

1. <https://www.oxfordonlineenglish.com/talking-about-exams#read-the-text>
2. <https://www.oxfordonlineenglish.com/studying-history-listening-lesson-c1-c2>
3. <https://www.oxfordonlineenglish.com/photo-editing>
4. <https://www.oxfordonlineenglish.com/talk-about-films-listening>
5. <https://www.oxfordonlineenglish.com/a-talk-about-climate-change-listening-lesson-c1-c2>
6. <https://www.esolcourses.com/ielts/food-waste/food-waste-academic-ielts-lesson.html>
7. <https://www.esolcourses.com/content/topics/famouspeople/martin-luther-king/martin-luther-king-video-quiz.html>
8. <https://www.esolcourses.com/content/topics6june/environmentday.html>
9. <https://www.esolcourses.com/content/topics/food/chocolate/how-chocolate-is-made.html>
10. <https://www.esolcourses.com/ielts/women-in-technology/women-in-technology-listening.html>

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11. <https://www.esolcourses.com/content/topics/famouspeople/john-lennon/john-lennon-listening.html>
12. <https://www.esolcourses.com/content/topics/global/hunger/world-hunger-listening-quiz.html>
13. <https://www.esolcourses.com/ielts/listening/ielts-video-listening-quiz-1.html>
14. <https://learnenglishteens.britishcouncil.org/skills/listening/c1-listening/help-others-help-yourself>
15. <https://learnenglish.britishcouncil.org/skills/listening/c1-listening/the-history-of-hand-gestures>
16. <https://learnenglish.britishcouncil.org/skills/listening/b2-listening/a-digital-detox-podcast>
17. <https://learnenglish.britishcouncil.org/skills/listening/b2-listening/a-lecture-about-an-experiment>
18. <https://learnenglish.britishcouncil.org/skills/listening/b2-listening/business-news>
19. <https://ieltsliz.com/ielts-map-listening-practice/>
20. <https://ielts-up.com/listening/ielts-listening-sample-7.4.html>
21. <https://ielts-up.com/listening/ielts-listening-sample-5.2.html>
22. <https://ielts-up.com/listening/ielts-listening-sample-6.4.html>
23. <https://ielts-up.com/listening/ielts-listening-sample-7.2.html>
24. <https://ielts-up.com/listening/ielts-listening-sample-7.3.html>
25. <https://learnenglish.britishcouncil.org/general-english/video-zone/seeing-is-believing>
26. <https://learnenglish.britishcouncil.org/general-english/audio-zone/learning-languages>
27. <https://learnenglishteens.britishcouncil.org/study-break/video-zone/what-metaverse>
28. <https://learnenglishteens.britishcouncil.org/study-break/audio-series/survivor>

Speaking

Speaking is one of the fundamental skills needed for attaining professional competence. In addition to being good with language, we also need other qualities to be a good speaker like confidence, awareness of our audience and a certain amount of spontaneity. Practice can take us closer to becoming a better speaker.

Objectives of Speaking

- To develop interactive competency namely skills like turn-taking, initiation etc.
- To speak in a fluent manner-with coherence, cohesion and appropriate pace avoiding repetition and hesitation
- To speak in a neutral accent with comprehensible pronunciation of words, the appropriate

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intonation and clear articulation

- To express ideas with grammatical forms and vocabulary of appropriate level of complexity and range

Types of speaking activities

- Conversations-formal and informal
- Speeches and presentations
- Interviews
- Debates and discussion

Speaking Test Types

- Speaking on a pre-prepared topic and answering questions based on them
- Participating in interviews and group discussions
- Participating in formal and informal conversations on common topics
- Public speaking in the form of ex-tempores, presentations and speeches.

General tips to improve speaking

1. Be familiar with linkers, sign posting words and other communication strategies that can help you organize your speech better.

Listen to as much English as possible. You can listen to songs, podcasts, watch movies, series and video clips. This will help you build confidence.

1. Take every opportunity to speak in English in class. Remember that your class room is a safe space for you to make mistakes and learn from them.
2. If you find yourself making a mistake, just correct it.
3. To build confidence, practice speaking to the mirror on a variety of topics. You could record your speech and watch it to make improvements.
4. Reading aloud is also a good way to improve your pronunciation.
5. Before giving a public speech, work on chunking your written speech and pay attention to word and sentence stress.
6. Be aware of contractions (I'll, we'd etc.) and how to use them in speech to make your speaking sound natural.
7. Familiarize yourself with filler expressions like, "I think...", "what I mean is..." to fill the

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gaps when you need to think.

8. Tips for a Speaking Test

- a. Practice in front of the mirror. You could also practice with a friend by talking from one end of the room to the other.
- b. Be familiar with the pattern of the test and the rubric for scoring.
- c. Maintain eye contact and be aware of your body language and gestures. This will help you understand if you are intelligible to the examiner and appear confident.
- d. Prepare your content well but don't hesitate in asking for clarification from the examiner if something is not clear. Say: 'Could you repeat that, please?'
- e. Use language you are comfortable with and have used before.
- f. If you can't recall a word, think of another way of saying it rather than trying to use the exact same word.
- g. If you do make a mistake, just correct it. Just as you would when speaking in your mother tongue.
- h. Rather than answering with a "yes" or a "no", expand on your answer.
- i. You don't need to rush through your presentation. Think through your answers.
- j. Relax.

Links to practice speaking

Links dealing with tips to improve speaking skills

1. <https://www.bbc.co.uk/learningenglish/english/features/pronunciation/tips-pronunciation-workshop-ep-30>
2. https://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak_2022
3. https://www.bbc.co.uk/learningenglish/english/features/themed_weeks_pronunciation/ep-201123
4. <https://learnenglish.britishcouncil.org/skills/speaking/b2-speaking/discussing-advantages-and-disadvantages>
5. <https://learnenglishteens.britishcouncil.org/exams/speaking-exams/communication-strategies> (Communication strategies)
6. <https://learnenglishteens.britishcouncil.org/exams/speaking-exams/typical-speaking-tasks> (Speaking tasks)
7. <https://ieltsliz.com/linking-words-for-ielts-speaking/> (Linking words)
8. <https://youtu.be/3w32jIsRlsw> (Group Discussion Skills)

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9. <https://youtu.be/X7IMKSD6JZE> (Chunking)
10. <https://www.oxfordonlineenglish.com/natural-english-conversation-responses>
(Conversation skills)
11. <https://www.oxfordonlineenglish.com/speak-english-with-confidence> (Developing confidence)

Sample Exercises

1. <https://learnenglishteens.britishcouncil.org/skills/speaking/b2-speaking/discussing-exam-results>
2. <https://learnenglishteens.britishcouncil.org/exams/speaking-exams/describe-photo-or-picturehttps://ielts-up.com/speaking/ielts-speaking-sample-6.html>

Lend me your ears...

A few famous speeches for you to listen to and improve your listening and speaking skills.

- *Steve Job's Speech at Stanford. He uses simple language, short phrases and clear pronunciation.*
<https://youtu.be/li9kcBHX2Nw>
- *Greta Thunberg's Speech at the 2019 UN Climate Action Summit. A great speech in learning about expressing powerful ideas and emotions* <https://youtu.be/TMrtLsQbaok>
- *Emma Watson's Speech about UN's He For She campaign. Another example of expressing powerful ideas. Also note her use of the passive voice.* <https://youtu.be/nlwU-9ZTTJc>
- *Charlie Chaplin's Speech in The Great Dictator. An example of how tone, intonation, repetition and short impactful sentences can make a great speech.*
https://youtu.be/GU_rn1xzItk
- *Shashi Tharoor's Speech at Oxford University. It is a great example of structuring a speech with arguments and evidence. It is also good for vocabulary practice.*
<https://youtu.be/f7CW7S0zxv4>

KENDRIYA VIDYALAYA SANGATHAN, ERNAKULAM REGION

SAMPLE QUESTION PAPER: 2022-2023

CLASS: XI

MAXIMUM MARKS: 80

SUBJECT: ENGLISH CORE

TIME ALLOTTED: 3HOURS

General Instructions:

1. This paper is divided into three parts: A, B and C
2. Separate instructions are given with each section and question, where ever necessary.
Read these instructions very carefully and follow them.
3. Do not exceed the prescribed word limit while answering them.

SECTION A-READING

I. Read the passage given below

(1) The art of living is learnt easily by those who are positive and optimistic. From humble and simple people to great leaders in history, science or literature, we can learn a lot about the art of living, by having a peep into their lives. The daily routines of these great men not only reveal their different, maybe unique life styles, but also help us learn certain habits and practices they followed. Here are some; read, enjoy and follow in their footsteps as it suits you.

(2) A private workplace always helps. Jane Austen asked that a certain squeaky hinge should never be oiled so that she always had a warning whenever someone was approaching the room where she wrote. William Faulkner, lacking a lock on his study door, detached the doorknob and brought it into the room with him. Mark Twain's family knew better than to breach his study door—they would blow a horn to draw him out. Graham Greene went even further, renting a secret office; only his wife knew the address and the telephone number. After all, everyone of us needs a workplace where we can work on our creation uninterruptedly. Equally we need our private space too!

(3) A daily walk has always been a source of inspiration. For many artists, a regular stroll was essentially a creative inspiration. Charles Dickens famously took three hour walks every afternoon, and what he observed on them fed directly into his writing. Tchaikovsky could make do with a two-hour jaunt but wouldn't return a moment early; convinced that doing so would make him ill. Ludwig van Beethoven took lengthy strolls after lunch, carrying a pencil and paper with him in case inspiration struck. Nineteenth century composer Erik Satie did the same on his long hikes from Paris to the working-class suburb where he lived, stopping under street lamps to jot down ideas that came on his journey; it's rumoured that when those lamps were turned off during the war years, his music declined too. Many great people had limited

social life too. One of Simone de Beauvoir's close friends puts it this way. 'There were no receptions, parties. It was an uncluttered kind of life, a simplicity deliberately constructed so that she could do her work'. To Pablo, the idea of Sunday was an 'at home day'.

(4) The routines of these thinkers are difficult. Perhaps it is because they are so unattainable. The very idea that you can organize your time as you like is out of reach for most of us, so I'll close with a toast to all those who worked with difficulties. Like Francine Prose, who began writing when the school bus picked up her children and stopped when it brought them back; or T. S. Eliot, who found it much easier to write once he had a day job in a bank than he had as a starving poet and even F. Scott Fitzgerald, whose early books were written in his strict schedule as a young military officer. Those days were not as interesting as the nights in Paris that came later, but they were much more productive and no doubt easier on his liver.

(5) Being forced to follow someone else's routine may irritate, but it makes it easier to stay on the path. Whenever we break that trail ourselves or take an easy path of least resistance, perhaps

what's most important is that we keep walking.

Based on your understanding of the above passage, answer the questions given below by choosing the most appropriate option: (10x1).

1. The passage is about:

- | | |
|------------------------------|---|
| (a) how to practice walking. | (b) walking every day |
| (c) the life of a genius. | (d) what we can learn from the routines of geniuses |

2. The writers in the past:

- | | |
|---------------------------------------|---------------------------------------|
| (a) followed a perfect daily routine. | (b) enjoyed the difficulties of life. |
| (c) can teach us a lot. | (d) wrote a lot in books. |

3. In their daily routines:

- | | |
|-----------------------------------|---------------------------------------|
| (a) they had unique life styles. | (b) they read books and enjoyed them. |
| (c) they did not get any privacy. | (d) they did not mind visitors. |

4. Some artists resorted to walking as it was:

- | | |
|---|---|
| (a) an exercise. | (b) a creative inspiration. |
| (c) essential for improving their health. | (d) helpful in interaction with others. |

5. To Pablo, the idea of Sunday was a/an:

(a) home day

(b) off day

(c) a mall day

(d) friend's place day

6. Beethoven took along with him during his long walk _____.

(a) pen and paper

(b) In his secret office

(c) water bottle

(d) pencil and paper

7. Composer Erik Satie used to _____.

(a) compose music after his walk

(b) write his ideas under street
lamp

(c) sleep immediately after his walk

(d) have lunch in late evening.

8. When did F. Scott Fitzgerald write his early books?

(a) During his regular stroll.

(b) In his secret office.

(c) During his strict schedule.

(d) In his study room.

9. Find word from the passage which mean the same as 'noisy' (Para 2) (

(a) squeaky

(b) detaching

(c) blowing

(d) breaching

10. Pessimistic: Pessimism:: So 'being humble ' is

(a) Humility

(b) Humbility

(c) Humbler

(d) Humbling

II. Read the passage given below:

(1) Parents of teenagers or preteens should realize the normal struggles with fads, music and other efforts of independence occur in every family. Once they know that, they can relax more and worry less about how their children are "turning out". Chances are they will be just fine, and the challenging teen will grow up to be a responsible adult.

(2) In the early years of children's lives, parents are the most important figures in their world. Their approval, love and support are critical to children. Consequently, much of what children do and say is aimed at maintaining that love and approval. As children get older and have more contact with people other than their parents, their behaviour and attitude will be influenced by other people.

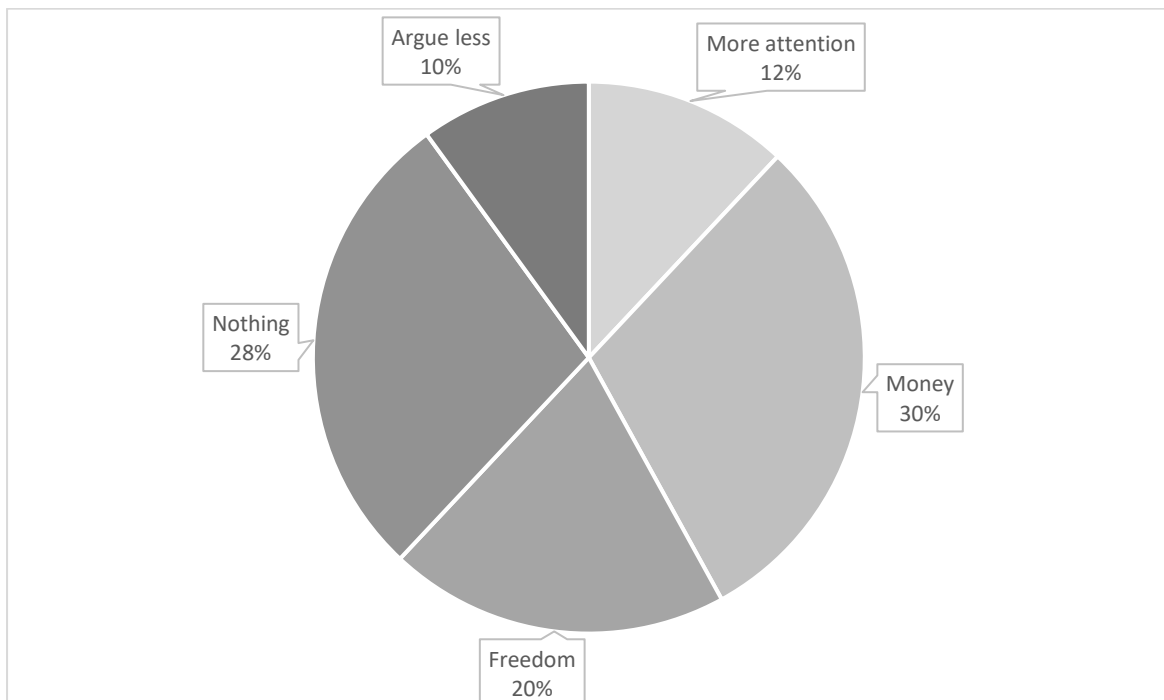
(3) When children are young, many parents maintain control over most aspects of their child's life. These parents choose their child's clothes, friends, hobbies and so on. As children grow older, they realize they can never grow into adults without having control of their lives. Consequently, teens begin to fight for control.

(4) For teens, this struggle for adulthood is terribly risky because they risk losing the most important thing in their lives — the love of parents. At the same time, parents may feel rejected, hurt and anxious about teens’ abilities to care for themselves. Their struggle is stressful because everyone cares so greatly about each other.

(5) A common complaint from teens is that parents “want me to be the way they want me to be.” In other words, many parents want a certain career, appearance or college for their teen. These parents experience varying amounts of disappointment and sometimes anger because their children fail to live up to the parents’ expectations.

(6) Accepting teens as individuals who will have to make their own decisions about how to be an adult in the world can be extremely hard to do. But the healthy teen will grow up and do just that. Parents who reject their teen for failing to follow the parents’ plans or who reject some aspect of their teen’s life may find themselves painfully alienated from this person who they care about so much.

(7) A survey was conducted where 500 teenagers were asked a question “What is the one thing your parents can do to make you happier?”. The responses of the teenagers were presented in the form a pie chart



Based on your understanding of the above passage, answer the questions given below by choosing the most appropriate option: (8 x1)

1. What are the normal struggles between parents and teenagers?

- (a) Efforts of independence
- (b) Efforts of dependence
- (c) Efforts of pre-dependence
- (d) Efforts of affection

2. What can the parents do when they know how their children are turning out?
- (a) Sing
 - (b) Dance
 - (c) Clap
 - (d) Relax
3. What is the challenging teen likely to grow up into?
- (a) A responsible citizen
 - (b) A responsible adult
 - (c) A responsible lawyer
 - (d) A responsible social worker
4. Who are the most important figure in the world in the early years of children's lives?
- (a) Parents
 - (b) Siblings
 - (c) Friends
 - (d) Teachers
5. Which of these statements is correct?
- (a) Teens begin to fight for respect.
 - (b) Teens begin to fight for trust.
 - (c) Teens begin to fight for money.
 - (d) Teens begin to fight for control.
6. Why is the struggle for adulthood terrible risky?
- (a) They risk losing the bond of friends.
 - (b) They risk losing the trust of siblings.
 - (c) They risk losing the love of parents.
 - (d) They risk losing the respect for teachers.

Answer briefly:

(2x1)

7. What do the children crave for in their early lives?
8. Why do the teens begin to fight for control?

III. Read the passage given below:

Well-being is not just the absence of disease or illness. It is a complex combination of a person's physical, mental, emotional and social health factors. Well-being is strongly linked to happiness and life satisfaction. In short, it could be described as how one feels about oneself and one's life. Every aspect of one's life influences the state of one's well-being. Researchers investigating happiness have found the following factors which enhance a person's well-being: network of close friends, enjoyable and fulfilling career, enough money,

regular exercise, nutritious diet, sufficient sleep, fun hobbies and leisure pursuits, healthy self-esteem, optimistic outlook and so on.

The factors that influence one's well-being are interrelated. For example, a job provides not just money but purpose, goals, friendships and a sense of belonging. Some factors also make up for the lack of others; for example, a good marriage can compensate for a lack of friendship, while religious beliefs may help a person to accept physical illness. Money is linked to well-being, because having enough money improves living conditions and increases social status. But various international studies have shown that it is the quality of our personal relationships, not the size of our bank balance, which has the greatest effect on our state of well-being. Believing that money is the key to happiness can also harm a person's well-being.

Understanding the well-being of the population is very important. Measuring well-being, however, in a population is difficult because the interpretation of well-being is so subjective — how one feels about peoples' lives largely depends on the way one sees it. Like the saying goes: 'one person's problem is another person's challenge.'

Keeping track of a population's well-being helps governments to decide on particular policies. It also acts as an indicator for various population trends. For example, knowing the average weekly income of a population helps to set the 'poverty line', which may then influence decisions on social welfare reforms. Well-being can be achieved through a variety of means. Some are as follows : developing and maintaining strong relationships with family and friends, making regular time available for social contact, trying to find work that is enjoyable and rewarding, rather than just working for the best pay, eating healthy, nutritious foods, doing regular physical activity, involving oneself in activities that interest the people, joining in local organisations or clubs that appeal, setting achievable goals and working towards them and trying to be optimistic and enjoying each day.

(a) On the basis of your reading of the above passage, make notes on it using recognizable abbreviations also. (5)

(b) Write a summary of the above passage in about 80 words. (3)

SECTION B

IV. Fill in the blanks using suitable Determiner: (Attempt any 7 questions)

1. The report concludes sadly that ---- students have ---- knowledge of nuclear physics.
2. I have readshort stories in Hindi: but only in English.

Choose the correct Tenses in the following:

3. She _____ (visit) your ice-cream parlour soon because she _____ (love) ice-cream.
4. Shakespeare _____(write) dramas that -----(appeal) to the people of all ages.
5. Prason _____ (leave) for Bangalore early and he must _____ (reach) by this time.

Form meaningful sentences from the words or phrase given below

6. he /wondered / if / work hard / for a living / he would ever /because he was so rich

7. at / its best / is simply / science / the common sense

8. no /who / down, / he, / fear / fall / is (7x1)

V. Creative writing skills

1. Design a **poster** in about 50 words to create awareness among the people of your city on the importance of following traffic rules. You are the Secretary, National Road Federation

OR

Design a **poster** in about 50 words highlighting ways to combat heart diseases. You are the Secretary, Health Club of your Vidyalaya. (3)

2. You are Krishna/ Tisha, Secretary, Greenland Enterprises Ltd, Delhi-110006. Your Chairman has asked you to draft an **advertisement** for a local daily under the classified columns for the vacant posts of one accountant and two office assistants. Draft an advertisement

OR

You are the secretary of the Indian Institute of Foreign Languages, Hyderabad. Draft a suitable **advertisement** to be published in a newspaper announcing the commencement of new courses. (3)

3. Draft a **speech** in 120-150 words on the topic, 'A student must know how to manage his time'. It is to be delivered in the morning assembly. You are Karan/Karuna, Head Boy/Head Girl of the school

OR

Draft a **speech** in 120-150 words on the topic 'Water, a valuable asset, conservation at home and at school' to be delivered in the morning assembly. You are Karan/Karuna, Head Boy/Head Girl of the school. (5)

4. 'Homes for the aged is a necessity in India'. Draft a **debate** in 120- 150 words either for or against the motion. You are Shivam/ Shivani.

OR

Brain drain is not a bane for a developing country like India.' Write a debate in 150 – 200 words either for or against the motion. You are Shivam/ Shivani (5)

SECTION C

VI. Reference to the context

1. Read the extracts given below and answer the questions that follow

**“All three stood still to smile through their hair
At the uncle with the camera. A sweet face,
My mother’s that was before I was born.
And the sea, which appears to have changed less,
washed their terribly transient feet.”**

i. What does the poet mean by “smile through their hair”?

- a. her suppressed smile
- b. hair flying in the breeze
- c. her plaited hair
- d. smiling at the uncle

ii. What has not changed over a period of time?

- a. the poet
- b. her mother
- c. the breeze
- d. the sea

iii. The expression “terribly transient feet” refers to:

- a. transience of nature/sea
- b. transience of human feet
- c. ephemeral nature of human life
- d. terribly upsetting weather

(3 x1)

OR

**For song, issuing from its birth-place, after fulfilment,
wandering reck’d or unreck’d,
duly with love returns.**

i. What is the similarity between a song and the rain?

- a. They return to their place of origin
- b. They are never ending
- c. They do not have any origin
- d. They are liked by one and all.

ii. How has the poet been able to put his own reflections?

- a. By using quotation marks
- b. By using parenthesis or brackets
- c. By making notes in his diary
- d. By telling his friends about his experience

iii For what purpose has the phrase ‘reck’d’ or ‘unreck’d’ used in the passage?

- a. For highlighting the poet’s comments
- b. To indicate that rain or a song keep completing their life-cycle
- c. To indicate that rain or a song do not complete their life-cycle
- d. For making the poem interesting

(3 x1)

2. She searched through the telephone list, the staff list and then through the directory of employees of all the branches of the firm. She shook her head and said, “I am afraid I can’t find anyone of that name either here or in any of our branches. Are you sure he works here?” This was a blow, not totally unexpected. If he himself were dead in this world, what guarantee had he that his son would be alive? Indeed, he may not even have been born!

i) Who is ‘She’ in the first line?

- a) Press Reporter
- b) Media Analyst
- c) Quality Analyst
- d) English Receptionist

ii) Why could Gaitonde not locate his son?

- a) For he was not born that time
- b) For he worked in another company
- c) For he had lost his job there
- d) For the receptionist did not want his father to know about him

iii) What shocked Gaitonde the most?

- a) That his son had lied to him
- b) That his son was an absconder
- c) That there was no trace of his son
- d) None of these

(3x1)

OR

The town had a couple of rudimentary general stores selling Chinese cigarettes, soap and other basic provisions, as well as the usual strings of prayer flags. In front of one, men gathered in the afternoon for a game of pool, the battered table looking supremely incongruous in the open air, while nearby women washed their long hair in the icy water of a narrow brook that babbled down past my guest house. Darchen felt relaxed and unhurried but, for me, it came with a significant drawback. There were no pilgrims.

i) What shocked the narrator at Darchen?

- a) Hundreds of pilgrims
- b) Absence of Pilgrims
- c) Absence of Norbu
- d) All of these

ii) Find out the synonym of 'Rudimentary' from the following?

- a) Fundamental
- b) Incomplete
- c) Undeveloped
- d) All of these

iii) What kind of products were the shops selling?

- a) Indian
- b) Chinese
- c) Pakistani
- d) Japanese

(3x1)

3. And then, as by a miracle, the pigmy chest, which his hands enclosed, gave a short, convulsive heave, another... and another... Andrew turned giddy. The sense of life, springing beneath his fingers after all that unavailing striving, was so exquisite it almost made him faint. He redoubled his efforts feverishly. The child was gasping now, deeper and deeper. A bubble of mucus came from one tiny nostril, a joyful iridescent bubble.

i) What made Andrew turn giddy?

- a) His personality
- b) His efforts
- c) His behaviour
- d) His attention to Susan's mother

ii) What happened to the child in the end?

- a) He was revived by Manson
- b) He was killed by Manson
- c) He was given anaesthetic by Manson
- d) He was thrown under the bed by Manson

iii) What does the adverb 'Pigmy' mean?

- a) Small
- b) Green in colour
- c) Huge
- d) Black in colour

d) What does the word 'Striving' mean?

- a) Working normally
- b) Working slowly
- c) Working tirelessly again and again
- d) Working smartly

(4x1)

OR

That's right. Make me look silly in front of her now! Go on —don't mind me. Sixes and sevens! Poor Doris been crying her eyes out! Getting the neighbours in to see the fun! [suddenly losing his temper, glaring at Mrs Pearson, and shouting] All right— let her hear it. What's the matter with you? Have you gone barmy—or what?

i) Who is the speaker in the above lines?

- a) Mrs. Pearson
- b) Doris
- c) Cyril
- d) George

ii) What does the phrase 'Sixes and Sevens' mean?

- a) Tidy
- b) Untidy
- c) confusion
- d) Kempt

iii) Why was Mrs. Pearson acting strangely?

- a) For she wanted to swap her personality with Mrs. Fitzgerald
- b) For she had swapped her personality with Mrs. Fitzgerald
- c) For she wanted her husband to cook everyday
- d) For she wanted her kids to cook their food daily

iv) Who has been referred to 'Neighbour' in this extract?

- a) Mrs. Pearson
- b) Mrs. Fitzgerald
- c) Cyril
- d) George

(4x1)

VII. Answer in 40-50 words

1. How was Bakhar's account of the Battle of Panipat different from what was written in other history books?

OR

Why are Tibetan mastiffs popular in China's imperial courts.

2. Why has the poet brought in the image of sea in the poem 'A Photograph'?

OR

What are the various stages involved in the process of growing up, according to Markus Natten?

(3x2)

VIII. Answer in 40-50 words

What is the significance of the white horse in the story 'The Summer of the Beautiful White Horse'?

OR

"I have joined this movement" says Mrs Pearson. Explain with reference to the context (3)

IX. Answer in 120-150 words

In the fast-moving materialistic world, parents are busy in earning while their children grow without them giving enough time to them. This is a major factor in creating a generation gap. There should be a balancing act on the part of parents. Discuss with reference to the poem 'Father to Son'.

OR

Comment on the title of the adventurous expedition by Gordon Cook and Alan East. What message does it give? (6)

X. Answer in 120-150 words

What impression do you form of Dr, Andrew Manson on the basis of the story "Birth"?

OR

Comment on the significance of the title of the story "The Address" (6)

KENDRIYA VIDYALAYA SANGATHAN, ERNAKULAM REGION

SAMPLE QUESTION PAPER: 2022-2023

ANSWER KEY

SECTION A-READING

I.

1.d 2.a 3.a 4.b 5.a
6.d 7.b 8.c 9.a 10.a

(10x1)

II.

1.a 2.d 3.b 4.a 5.d 6.c

(6x1)

7.. approval, love and support -from their parents

8. they realize they can never grow into adults without having control of their lives

(2x1)

III (a) Note making:5 marks

Title :1

Abbreviation :1

Indentation :1

Notes :2

Well being

1. Definition of Wb

1.1 absence of disease & illness

1.2 combination of physical, emotional & health factors

1.3 strongly linked to happiness & satisfaction

2. factors which improve Wb

2.1 network of close friends

2.2 enjoyable, fulfilling career

2.3 enough money, good health

3. Imp. of understanding people's Wb

3.1 helps govt. frame good policies

3.2 helps determine poverty line

3.3 helps take appropriate action

4. How best achieved

4.1 having strong relationship with family & friends.

4.2 enjoyable, rewarding work

4.3 involvement in interesting activities

Key to Abbreviations

Abbreviations	Words
Wb	Well being
Imp.	Importance
govt.	government
cmbn	combination

(b). Summary: Content + Expression (2 +1)

Well being not just refers to absence of disease and illness, rather it is a combination of physical, emotional and health factors. Wellbeing is strongly linked to happiness and satisfaction. The factors that improve wellbeing include a network of close friends, enjoyable and fulfilling career, money, good health and religious beliefs. It is important to understand people's well being to frame government policies which would further help to determine the poverty line and take appropriate action. Well-being is best achieved by having strong relationships with family and friends, doing enjoyable and rewarding work, involvement in interesting activities and eating nutritious food for good health.

SECTION B

IV. 1. few, some

2.many, a few

3.will visit, loves

4. wrote, are appealing

5.left, have reached

6.He wondered if he would ever work hard for a living because he was so rich

7.Science is simply the common sense at its best

8.He, who is down, fear no fall

(7x1)

V-Creative writing

1. Poster: Marking Scheme :3 marks

- Visual /verbal stimulus :1
- Eye catchy slogans/ quotations :1
- Issuing authority's name & purpose of drafting the poster :1

2. Advertisement: Marking Scheme :3 marks

- Format:1 {Title & contact address)
- Content 1
- Expression:1

SITUATION VACANT

Required one accountant and two office assistants for a renowned firm. Minimum qualification: Bachelor's degree in commerce and work experience of minimum one year. Remuneration—best in the industry. Interested candidates can send their CVs by courier/speed post to Greenland Enterprises Ltd, 4436/16, Daryaganj, Delhi-110006. Contact Krishna, Secretary, Mobile no

.....

OR

EDUCATIONAL

IIFL announces the commencement of its short-term courses in French, Chinese, Japanese, Spanish, etc. Duration – 6 months. Eligibility – Senior Secondary. Excellent faculty. Computerised training. Incentives for early birds. Ten percent of seats free. Send in your application by the 15th November 20XX or Contact Secretary, Phone

3. Speech: Marking Scheme: 5 marks

Format:1 (Public address & speaker's name)

Content 2

Expression:2

Good morning everyone. Respected Principal Sir, teachers and my dear friends. Today, I, Karan, stand before you to express my views on 'Time management'. This my friends is especially important for all of us. Especially with the board exams and entrance exams round the corner, I feel it is only appropriate to stress on this most important commodity-Time. It is a challenge to score well in board exams as preparation for entrance exams are also going on.

For my friends who would not be taking the boards this year, well, managing time is equally important for all of you as well. Time management is the way one organises and plans how much time is required for specific activities. Good time management leads to greater productivity and efficiency; a better professional reputation and lesser stress. It also leads to better opportunities. Poor time management can lead to missed deadlines, inefficient workflow and a stalled career.

One needs to understand and control the interruptions and judiciously manage time. Set your goals and work hard towards achieving them. The most important way to manage time is to stop procrastinating- Stop saying 'I will do it later'. There is never a better time than now. I hope we all have learnt the value of time. Now, without wasting more of your precious time, here is wishing all the best for all the exams.

OR

Imagine a time when water becomes so costly that we have to pay to use water for our daily needs. Imagine how it would be to pay through our noses for drops of water. Whether such a situation remains a fantasy or becomes a reality is up to us. Honourable Principal Sir, respected teachers and my dear friends. Today, I, Karuna, stand before you to present my views on the topic 'Water, a valuable asset, conservation at home and at school'. Water is the unique source of life. Without water, we cannot imagine the life here.

Water is considered an endless source of renewable energy, but what if we keep on wasting it and one day it becomes a non-renewable source. With most of the organisms on this planet dependent on water for living, would it not lead to a war? Already many communities around the world are running out of water. Construction of desalination plants, reservoirs or importing water seem too costly remedies, but this would be the only solution left if we do not take immediate measures to conserve water at home and at school. Simple measures like closing the tap when not in use and saving water from contamination would help. We can save water at home by making smart choices like rainwater harvesting and recycling of water.

Everyone should be aware of the water shortage rules and restrictions and strictly follow in their own area. Water conservation techniques should be promoted on every news media, such as TV, newspaper, radio, FM, community newsletters, bulletin boards, banners, etc. People should be more active in their area to report (to their owner, local authorities, water management of district) any problems related to water loss through broken pipes, errant sprinklers, open hydrants, abandoned free-flowing wells, etc. With all these measures, we would surely be able to conserve water for our future generations

4.. DEBATE

Marking Scheme : 5 marks

Format:1 (Public address & speaker's name)

Content: 2

Expression:2

HOMES FOR THE AGED IS A NECESSITY IN INDIA

FOR THE MOTION:

Old age is often referred to as the crown of life, as it is our play's last act. Honourable judges, teachers and my worthy opponents, I thank you all for providing me the opportunity to highlight the importance of Old Age Homes in India.

An old age home is a place, a home for old people who have no one to look after them or those whose children have left them on the streets. The place, of course, is like home where the inmates get all the facilities for a routine living, like food, clothing, medicine and shelter. Old age brings with it physical weakness. In case they are alone at home while you're away, it would be almost impossible to tackle any medical emergency. These centres will take care of them and cater to all such emergencies

Also, burglars usually attempt to break into a house where a lonely aged person lives, murder them without hesitating and loot the house. That's why it is safer to keep your parents in a senior-care-home when you have to stay away from them for your earning and are unable to keep them there with you.

Thus, it is crucial to have Old age homes in the country because old age needs so little but needs that little very much. Nothing is more important than a smile that has struggled through tears and many years.

Thank you.

AGAINST THE MOTION:

Good morning, ladies and gentlemen! My topic for the day is "Home for the aged is a necessity in India" and I choose to speak against the motion.

There is nothing fundamentally wrong with the whole idea of Old age homes, but just like there are two sides of the same coin, it also has some disadvantages and problems associated to it. Services attract costs. Better the services, higher the costs. Most of the aged population are pensioners or dependent on children which makes it difficult for them to afford good quality care. There is lack of privacy too. The environment is impersonal, which may give rise to feeling of loneliness, which may further lead to depression. They lose the right to decide what to eat and cannot spend time with grandchildren. Also, there have been many incidents of neglect and poor treatment.

They are those people who made us capable and created a world for us. How can we leave them in the cold, that too when they require the warmth of our love the most? Our parents have sacrificed so much for us without asking for anything in return. This makes it our sole responsibility to take care of them when they need it the most, because, in the end, the ultimate luxury is being at home and able to relax with the family.

Thank you.

OR

BRAIN DRAIN IS NOT A BANE FOR A DEVELOPING COUNTRY LIKE INDIA FOR THE MOTION:

Respected judges and my worthy opponents, today, I stand before you all to bring into light why Brain drain is not a bane for a developing country like India.

Brain drain is a situation in which large numbers of educated and skilled professionals leave their own country to live and work in another country where pay and conditions are better. In a developing country like India, the population is growing at a rate faster than the increase in job opportunities. In such a case, immigration to other countries can be seen to be providing sunshine to dispel the gloom of the unemployed youth.

Moreover, income from the emigrated people comes back to the native country as overseas remittances. India is recipient of the highest amount of foreign currency coming in as remittances from NRIs.

Reverse brain drain, on the other hand, if given attention, can make it a win-win situation. It is a situation in which such people come back to India after acquiring knowledge, skills and abilities, thus adding value to India.

The need of the hour is to encourage reverse brain drain so that India can make use of their tremendous potential, experience and expertise for building a stronger nation. This helps India becoming a developed country very soon and also a global Super Power in the long run. Thank you.

AGAINST THE MOTION:

Respected judges and my worthy opponents, today, I stand before you all to express my views on the topic “Brain drain is not a bane for a developing country like India”. I choose to speak against the motion.

Brain drain is referred to a situation in which large numbers of educated and skilled professionals leave their own country to live and work in another country where pay and conditions are better. The majority of migration is from developing to developed countries. This is of growing concern worldwide because of its impact on developing countries. These countries have invested in the education and training of young health professionals. This translates into a loss of considerable resources when these people migrate, with the direct benefit accruing to the recipient states who have not forked out the cost of educating them. It drains a developing country of expertise at a time when it requires it the most. If the number of skilled people leaving is higher than that of people entering (the so-called brain gain), brain drain can become a challenge, especially if it hits the sensitive spots of a nation’s economy in sectors such as science, health care, or technology.

It is the need of the hour to be in control of the situation. It can be done by providing better opportunity, security, better standard of living and if need be, tax concessions. It’s time to end brain drain and move to brain gain.

Thank you.

SECTION C

VI. Extracts

- | | | | | | | | |
|----|------------|-------------|--------------|-------------|------------|-------------|--------------|
| 1. | i.b | ii.d | iii.c | OR | i.a | ii.b | iii.b |
| 2. | i.d | ii.a | iii.c | OR | i.b | ii.a | iii.b |
| 3. | i.b | ii.a | iii.a | iv.c | | | |

OR

i.d

ii.c

iii.b

iv.b

VII . Answer in 40-50 words

Content + Expression :2 + 1

1.In all historical texts, the Maratha army was said to have lost the battle because Vishwasrao was injured by a bullet, which destroyed the army's spirit. However, the professor's copy of the Bakhar had something different written on it. It was mentioned that Vishwasrao nearly escaped the bullet as it brushed by his ear.

OR

Tibetan mastiffs were popular in China's imperial courts as big hunting dogs. They were fearless and furious with big jaws. They were brought along the Silk Road as a watchdog from Tibet. They were a tribute in ancient times.

2.The image of Sea-to contrast with human beings- human beings change very fast with age ;
Sea(nature)-does not seem to have changed much.

OR

Developing: Rationalism, ability to understand the hypocrisy of adults, individuality
(3x2)

VIII. Content + Expression :2 + 1

The story revolves around the stealing of the white horse -The White Horse rekindles the passion of the Armenian boys towards horse riding -enables us to compare and contrast the characters of Aram and Mourad

OR

Mrs. Pearson during her efforts to establish her in identity- criticizes her son Cyril -for being indifferent to his responsibilities towards his home for always spending his time outdoors -even refuses to do any mending work for him
(3)

IX. Answer in 120-150 words

Content + Expression: 4 + 2

In today's materialistic world parents, specially fathers, are busy with their careers, finding very little time for their children.-Childhood is a tender age and the child needs his/ her parents at every stage of his growing up. In the pursuit of money or career, children are left at

the mercy of caretakers or maids who may provide or fulfil child's basic need but their emotional and intellectual needs are left unfulfilled. Bonding between parents and children keeps on diminishing until it reaches an alarming level.

Parents need to understand that between career and children, a balancing act has to be practised. Children need their parents to guide them, to share their likes and dislikes, to spend quality time with them.

No parent should allow such a situation where they may not understand their children or there may be no communication at all between them. Emotional bonding is a must for a family to stay together.

OR

The title of the adventure story is deeply moving. The words come from the mouth of the little six-year-old boy Jonathan. They were all in trouble. They had almost accepted defeat. Death seemed near and certain. The broken boat was filled with water. But the voyagers did all they could to save the boat and also themselves. Sue, the little daughter did not complain of pain in her head. The crewmen worked madly to pump out water. Jonathan said he was not afraid of death provided they stayed together. The title of the story is an illustrious example of man's courage and optimism in the face of -approaching death. Will-power or the spirit of man often proves stronger than any danger. The title displays a success Mantra—United we stand, divided we fall. Even mountains yield a path to the indomitable spirit of men but the condition is that they stand united. (6)

X . Answer in 120-150 words

Content + Expression: 4 + 2

Andrew Manson : committed, sincere ,devoted doctor-blessed with presence of mind.
-Andrew is mature enough to keep his private and professional lives apart. Once confronted with his responsibility, he discharges his obligations to the utmost capacity.
-He is duty conscious. He is not a theorist only. He believes in practical approach. He is pragmatic and is not afraid to try unique methods.
-has a tender heart. - aware of the feelings of others knows how deeply Susan loved her coming baby. polite manners and reassuring tone.
On the whole, Andrew impresses us as a dedicated doctor.

OR

The Address is a very apt title as it brings out the pain and anguish inflicted on the narrator and her mother by the war. The address 46, Marconi Street was important because her mother had given her valuables to Mrs Dorling who lived at that address. Although the narrator had found the address, she didn't take her belongings as they wouldn't be able to bring her dead mother back. She felt that the objects would only revoke the memories she had left behind. They were so important to her mother, but now lay carelessly in a woman's house who had

betrayed her mother's trust. She decided to leave and forget the address. Hence, the address plays an important role in the story.

(6)

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SAMPLE QUESTION PAPER (2022-23)

ENGLISH – CORE CLASS-XI

Time allowed: 3 Hrs.

Maximum Marks: 80

Section A: READING SKILLS (26 Marks)

I. Read the passage given below.

10

1. House sitting is one of the fastest growing travel trends, and it isn't hard to see why: getting free accommodation (and sometimes really nice accommodation) in return for looking after someone else's pets is definitely a good deal. It's a good deal for the owners too. Their pets don't have to go to kennels, which not only saves them money but is also very comforting, and it means there's somebody looking after the house as well.
2. One of the funny adventure stories that I have is from the time I found a 5-month housesit in the middle of the French countryside. It sounded idyllic, and perfect for me and my friend at the time who had just started out as digital nomads.
3. In reality, it wasn't quite as idyllic as advertised. The biggest issue was the lack of internet; something which was supposed to have been installed by the time we arrived. But, we made do. We bought French sim cards with 3 GB of internet each (the max we could get at the time) and vowed never to look at YouTube or anything that might use lots of data for the entire 5 months.
4. It was all going perfectly until one day there was a knock at the door and two local French policemen were standing there. They began asking us what we were doing in the property and where the owners were. In the best French, I could manage, I explained the concept of house sitting but I could see it wasn't going over.
5. Then, they showed us a picture of a girl who was missing. We hadn't seen her and, in fact, didn't know anyone in the town. We apologized that we couldn't be of more help, thinking that was that.
6. It wasn't. One of the policemen then pulled out a printout of a forum conversation between the missing girl and someone who they believed was her biological father. Then in the forum conversation, they showed me a mobile number: my French mobile number.
7. I didn't know how to explain it apart from to say that it must be a typo, but that wasn't good enough. They asked to see my computer and began looking through the search history. Then, obviously not buying my house sitting story, they asked where the owners were again.
8. Unsatisfied, they told me to come into the station that afternoon for more questioning at 2 pm. I didn't know what to do. There wasn't enough time to find a lawyer or even a translator as they would probably have had to come from the nearest city. I opened Google Translate and tried to come up with as many useful sentences as I could, but it was hard to concentrate.

9. At 2 pm on the dot I walked through the doors of the police station and when the policeman saw my worried face he burst out laughing. "Lucky for you, she showed up," he said. And that, amazingly, was the end of that. I've never heard any more about this again.

10. Afterwards, I tried to work out how my mobile number had ended up on that forum. It turns out that mobile numbers are often recycled and that my number used to belong to that girl. Most companies wait a year or more before recycling a phone number but, in this case, the company had done it within a few weeks of her letting it expire.

Source: <https://karolinapatryk.com/best-travel-stories-ever/>

Based on your understanding of the passage, answer the questions given below. 1x10

- i. Pets are benefitted by the travel trend 'House sitting' Cite a point in evidence, from the text, for this claim.
- ii. The narrator and his friend earn their living working online in various locations of their choosing rather than a fixed business location or office. Pick out the words used in the text to refer to such people.
- iii. 'In reality, it wasn't quite as idyllic as advertised'. What was the reason for this disappointment?
- iv. Which words of the narrator make it clear that the policemen were not convinced with the narrator's house sitting story?
- v. How did the French policemen make the narrator understand the problem he had got into?
- vi. What made the policemen leave the house, though unsatisfied?
- vii. Cite an instance which proves that the narrator felt helpless when he was called to the police station for more questioning.
- viii. The narrator went through a lot of difficulties for no fault of his. Identify the technical term used in the last paragraph that forced the narrator to go through this unpleasant situation.
- ix. Complete the sentence by choosing an appropriate option.
"-----but I could see it wasn't going over." The author couldn't convince the policemen because -----
A. The policeman wasn't interested in the author's story
B. The author couldn't speak French well
C. The policemen knew about the concept of house sitting.
D. The missing girl was hiding in the house.
- x. The writer would agree with the given statements based on paragraph one, EXCEPT:
A. 'House sitting' is highly economical.
B. A traveller can get comfortable place to stay

C. Owner of the house hardly get any benefit.

D. Pets are taken care of for free

II. Read the passage given below.

8

1. Avoiding meat and dairy products is one of the biggest ways to reduce your environmental impact, according to recent scientific studies. Switching to a plant-based diet can help fight climate change, according to a major report by the UN's Intergovernmental Panel on Climate Change (IPCC), which says the West's high consumption of meat and dairy is fuelling global warming. But what is the difference between beef and chicken? Does a bowl of rice produce more climate warming greenhouse gases than a plate of chips? Is wine more environmentally friendly than beer?
2. Food production is responsible for a quarter of all greenhouse gas emissions, contributing to global warming, according to a University of Oxford study. However, the researchers found that the environmental impact of different foods varies hugely. Their findings showed that meat and other animal products are responsible for more than half of food-related greenhouse gas emissions, despite providing only a fifth of the calories we eat and drink. Of all the products analysed in the study, beef and lamb were found to have by far the most damaging effect on the environment.

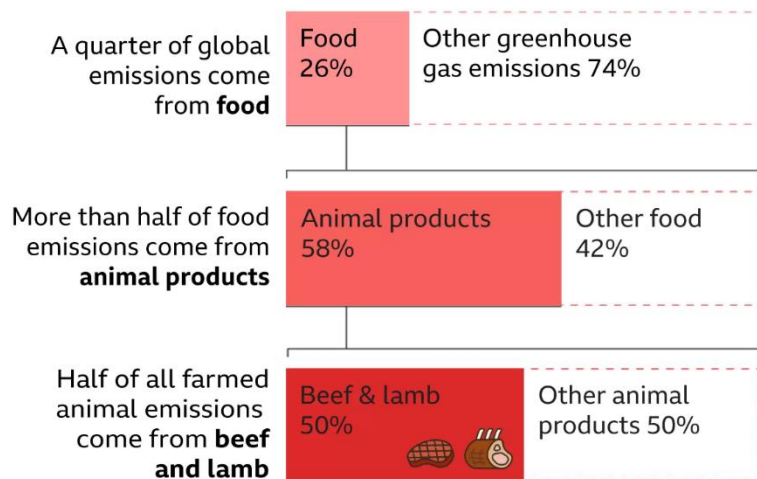


Fig 1

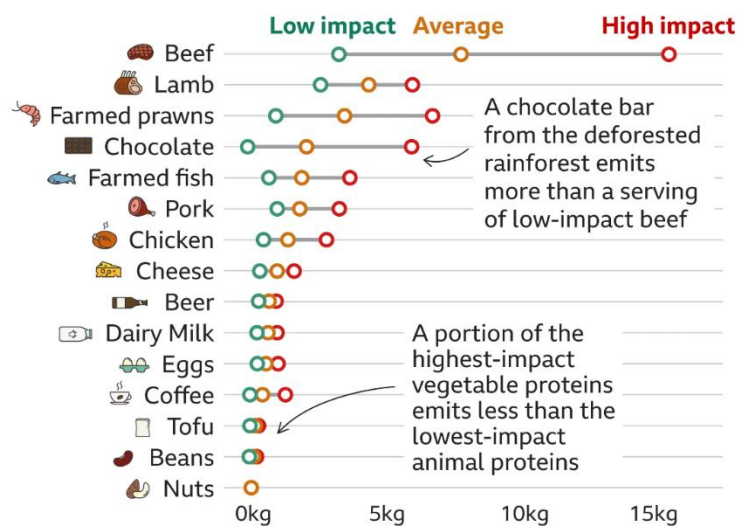
Source: Poore & Nemecek (2018), Science

BBC

3. The findings echo recommendations on how individuals can lessen climate change by the Intergovernmental Panel on Climate Change (IPCC). When it comes to our diets, the IPCC says we need to buy less meat, milk, cheese and butter - but also eat more locally sourced seasonal food, and throw less of it away. The IPCC also recommends that we insulate homes, take trains and buses instead of planes, and use video conferencing instead of business travel.

- Cutting meat and dairy products from your diet could reduce an individual's carbon footprint from food by two-thirds, according to the Oxford study, published in the journal Science. "What we eat is one of the most powerful drivers behind most of the world's major environmental issues, whether it's climate change or biodiversity loss," study researcher Joseph Poore told BBC News.
- Changing your diet can make a big difference to your personal environmental footprint, from saving water to reducing pollution and the loss of forests, he said. "It reduces the amount of land required to produce your food by about 75% - that's a huge reduction, particularly if you scale that up globally," Poore explained.
- If you fly regularly, replacing flying with other forms of transport may have a bigger impact on your carbon footprint than changing your diet. A passenger's carbon footprint from a one-way flight from London to New York is just under half a tonne of greenhouse gases. Switching from a regular petrol vehicle to an electric car could save more than double that over a year.

Kilograms of greenhouse gas emissions per serving



Note: The figures for each food are based on calculations from 119 countries. Serving sizes are from the British Dietetic Association (BDA) and Bupa.

Source: Poore & Nemecek (2018), Science



Fig 2

- Meat and dairy are not the only foods where the choices you make can make a big difference. Chocolate and coffee originating from deforested rainforest produce relatively high greenhouse gases. For climate-friendly tomatoes, choose those grown outdoors or in high-tech greenhouses, instead of in greenhouses heated by gas or oil. Environmentally-minded beer-drinkers may be interested to know that draught beer is responsible for fewer emissions than recyclable cans, or worse, glass bottles. Even the most climate-friendly meat options still produce more greenhouse gases than vegetarian protein sources, like beans or nuts.

By Nassos Stylianou, Clara Guibourg and Helen Briggs, BBC News

Based on your understanding of the passage, answer the questions given below. 1x8

- i. Does the following statement agree with the information given in the passage?
Vegetarians leave lesser carbon footprint.

Select from the following:

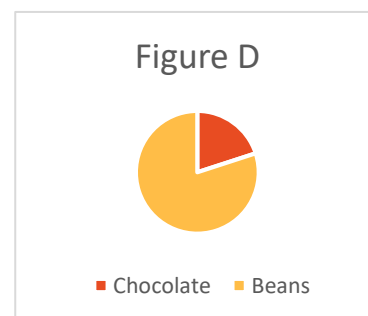
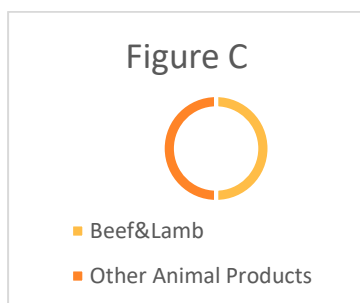
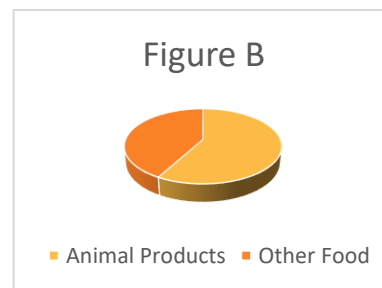
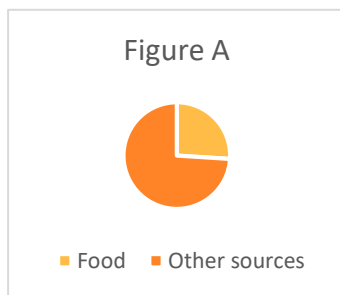
True - if the statement agrees with the information

False - if the statement contradicts the information

Not Given - if there is no information on this

- ii. Complete the sentence based on the information provided in Para 3:
IPCC opines that individuals can help to control rapid climate change by making some conscious alterations in what they eat. They must
- a. -----
b. -----

- iii. Which of the following pie charts is NOT TRUE regarding the proportion of total greenhouse gas emissions from food as shown in Figure 1 and 2?



- iv. How according to the researcher Joseph Poore, does the food we eat impact climate and biodiversity?
- v. Based on the reading of the text, state a point to challenge the given statement.

Flying is the best mode of transport as it doesn't make us feel guilty of leaving more carbon footprints.

- vi. Complete the given sentence by selecting an appropriate word from Para 4.

By ----- consumption of sugary drinks, which offer you no essential nutrients, vitamins, or minerals, and by replacing them with water, you are able to improve your overall general health.

- vii. Which of the given options can replace the word 'echo' in Para 3

- A. clamour
- B. yell
- C. resonate
- D. cry

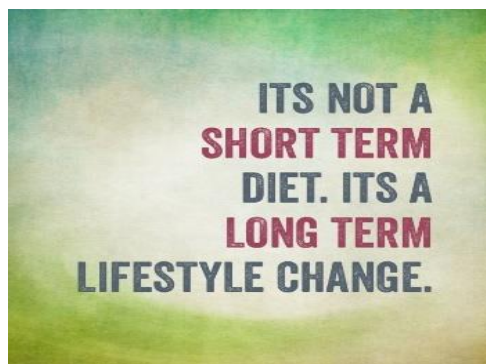
- viii. Select the title NOT SUITABLE for this article from the options given below:



A.



B.



C.



D.

III. Read the passage given below:

8

Colour Therapy is a complementary therapy for which there is evidence dating back thousands of years to the ancient cultures of Egypt, China and India. If we define it in simple terms, Colour is a light of varying wavelengths, thus each colour has its own particular wavelength and energy.

2. Colours contribute energy. This energy may be motivational and encouraging. Each of the seven colours of the spectrum are associated with energy. The energy relating to each of the seven spectrum colours of red, orange, yellow, green, blue, indigo and violet, resonates with the energy of each of the seven main chakras/energy centres of the body. Colour therapy can help to re-balance and/or stimulate these energies by applying the appropriate colour to the body.

3. Red relates to the base chakra, orange the sacral chakra, yellow the solar plexus chakra, green the heart chakra, blue the throat chakra, indigo the brow chakra (sometimes referred to as the third eye) and violet relates to the crown chakra.

4. Colour is absorbed by the eyes, skin, skull our 'magnetic energy field' or aura and the energy of colour affects us on all levels, that is to say, physical, spiritual and emotional. Every cell in the body needs light energy - thus colour energy has widespread effects on the whole body. There are many different ways of giving colour, including; Solarised Water, Light boxes/lamps with colour filters, colour silks and hands on healing using colour.

5. Colour therapy can be shown to help on a physical level, which is perhaps easier to quantify, however there are deeper issues around the colours on the psychological and spiritual levels. Our wellbeing is not, of course, purely a physical issue. Fortunately, many more practitioners, both orthodox and complementary are now treating patients in a holistic manner.

6. Colour Therapy is a totally holistic and non-invasive therapy and, really, colour should be a part of our everyday life, not just something we experience for an hour or two with a therapist. Colour is all around us everywhere. This wonderful planet does not contain all the beautiful colours of the rainbow for no reason. Nothing on this earth is here just by chance; everything in nature is here for a purpose. Colour is no exception. All we need to do is to heighten our awareness of the energy of colour, absorb it and see how it can transform our lives.

(a) On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary - minimum four) and a format you consider suitable. Also supply an appropriate title to it.

5

(b) Write a summary of the passage in about 80 words.

3

Section B

IV. Grammar

7 Marks

1. Fill in the blanks with an appropriate tense form.

- i. The world will run out of oil unless it (will practice/practices) conservation.

- ii. The police are looking for a woman who (deserted/deserts) her children.
- iii. She(works/working) on a new project at the moment.
- iv. My cat (has been missing/is missing)for over three weeks now.
- v. If you had been careful, you(would not injure/would not have injured)yourself.

2. Rearrange the following to make meaningful sentences. (Any two)

- (a) the / on / forests / the / industry / oil / depends
- (b) give / to / armies / wars / forests / during / our / cover
- (c) do / get / the / forests / from / what / we / products?

V. Creative Writing Skills

16 Marks

i. You are Arnit/Arnika .You want to sell your car as you are planning to buy a new one. Draft a suitable advertisement to be published in the Vehicles column of a newspaper. 3

OR

You are Manager, Infocom Network C-3 Main Shopping Center, Vasant Vihar, New Delhi. Draft an advertisement offering office furniture for sale. Give details.

ii. You are Samart / Smriti of Lotus International School, Jodhpur. Your school is organizing a workshop on “Prevention of Drug Abuse” in the coming week. Prepare a poster with complete information for the students of class X-XII. 3

OR

You are Romi/Rohit, Sports Captain of Sunshine International School. Your school has organised a marathon to promote a cause. Design a visually appealing poster about this in about 50 words. Include all relevant details

iii. Yoga unites the body, mind and soul. When you are in harmony, the journey through life is calmer, happier and more fulfilling.. Write a speech in 150-200 words to be delivered in the morning assembly on the topic ' Yoga- a way of life'. You are Karan/ Kajal, Head Boy /Head Girl of D.A.V. Public School, Delhi. 5

OR

The use of tobacco in cigarettes and other forms is a great health hazard. People do not pay much heed even to the statutory warning on cigarette packs. On the occasion of No Tobacco Day write a speech in about 150-200 words about the hazards of tobacco, giving arguments for your stand. You are Shalini/Suraj of Greenfields Public School.

iv. 'Homes for the aged is a necessity in India '. Write a debate in 150- 200 words either for or against the motion. You are Shivam/Shivani. 5

OR

You are Mukul / Mahima of Alps Public School. Your school has organized a debate on “Social Media and Its Effects” and you will be participating from your school. Prepare your views against or in favour of the motion. (150-200 words)

Section C

VI Read the given extracts to attempt the questions with reference to context.

I. Attempt ANY ONE of two extracts given.

3

This child is built to my design
Yet what he loves I cannot share.
Silence surrounds us.
I would have him prodigal, returning to
His father’s house, the home he knew,
Rather than see him make and move
His world. I would forgive him too,
Shaping from sorrow a new love.

i. What is the tone of the poet in the above lines?

- (i) aggressive
- (ii) unhappy
- (iii) sarcastic
- (iv) anguished
- (v) tortured

Choose the most appropriate option.

- A. Only (i)
- B. (ii) and (iv)
- C. (i), (iv) and (v)
- D. Only (v)

ii. On the basis of the extract, choose the correct option with reference to (1) and (2) given below.

- (1) Father had desired to design a child who shared his likes and dislikes.
- (2) The child hates his father.

- A. (1) is true but (2) is false.
- B. (2) is true but (1) is false.
- C. (2) is the reason for (1).
- D. Both (1) and (2) cannot be inferred from the extract

iii. Fill the blank with an appropriate word, with reference to the extract.

To shape a new love from whatever sorrow he has given him, the father would ----
----- his son.

OR

Some twenty — thirty — years later
She'd laugh at the snapshot. "See Betty
And Dolly," she'd say, "and look how they
Dressed us for the beach." The sea holiday
Was her past, mine is her laughter. Both wry
With the laboured ease of loss.

i. Choose the option that displays the same poetic device as used in the last line of the extract.

- A. she is as happy as she can be.
- B. Parting is such sweet sorrow.
- C. Every man is running
- D. Polly's prancing pony performed perfectly.

ii. What does the word 'wry' indicate?

- A. Ecstasy
- B. Monotony
- C. Disappointment
- D. Diversity

iii. On the basis of the extract, choose the correct option with reference to the following statements.

- (1)The poet's mother was in middle age when she looked at that photograph.
- (2) The poet used to laugh remembering those golden days of her childhood, enjoying a sea holiday.
- (3)Betty and Dolly would laugh at the beach dresses which looked weird after many years.
- (4) But time has passed and now the poet has been left only with the memories of her mother.

- A. All four statements are true
- B. (1)and(2)are true but (3)and (4) are false.
- C. (1)and(4)are true but (2)and (3) are false
- D. All four statements are false

II. Attempt ANY ONE of two extracts given.

3

At dawn on January 2, the waves were gigantic. We were sailing with only a small storm jib and were still making eight knots. As the ship rose to the top of each wave we could see endless enormous seas rolling towards us, and the screaming of the wind and spray was painful to the ears. To slow the boat down, we dropped the storm jib and lashed a heavy mooring rope in a loop across the stern. Then we

double-lashed everything, went through our life-raft drill, attached lifelines, donned oilskins and life jackets — and waited.

- i. What does the word ‘knot’ denote?
 - A. Unit of Speed
 - B. Unit of Weight
 - C. Unit of Distance
 - D. Unit of Sound

- ii. The storm jib was dropped to-----
 - A. go through life-raft drills
 - B. reduce the weight of the rope
 - C. enjoy the wind and the waves
 - D. slow down the speed of the boat

- iii. Select the image that best suits the description in the extract.



Figure 1



Figure 2



Figure 3



Figure 4

- A. Figure 1
- B. Figure 2
- C. Figure 3
- D. Figure 4

OR

The town had a couple of rudimentary general stores selling Chinese cigarettes, soap and other basic provisions, as well as the usual strings of prayer flags. In front of one, men gathered in the afternoon for a game of pool, the battered table looking supremely incongruous in the open air, while nearby women washed their long hair in the icy water of a narrow brook that babbled down past my guest house. Darchen felt relaxed and unhurried but, for me, it came with a significant drawback. There were no pilgrims.

- i. ----- disappointed the narrator at Darchen.
- A. relaxed nature of people
 - B. absence of pilgrims
 - C. women at the stream
 - D. the game of pool

- ii. Complete the following analogy correctly.

Incompatible/strange : incongruous :: Basic/elementary :

- iii. On the basis of the extract, choose the correct option with reference to the three statements given below.

- (1) People in Darchen lead a hassle-free life.
- (2) Women would wash their hair in the pool in the guest house.
- (3) In the afternoon, the men gathered at a shabby table to play pool every day

- A. (1) can be inferred from the extract but (2) and (3) cannot.
- B. (2) can be inferred from the extract but (1) and (3) cannot.
- C. (1) and (3) can be inferred from the extract but (2) cannot.
- D. (2) and (3) are the reasons for (1) and can be inferred from the extract.

III. Attempt ANY ONE of two extracts given.

3

MRS PEARSON: [dubiously] I—keep dropping a hint...

MRS FITZGERALD: Hint? It's more than hints your family needs, Mrs Pearson.

MRS PEARSON: [dubiously] I suppose it is. But I do hate any unpleasantness. And it's so hard to know where to start. I keep making up my mind to have it out with them but somehow I don't know how to begin. [She glances at her watch or at a clock] Oh—good gracious! Look at the time. Nothing ready and they'll be home any minute and probably all in a hurry to go out again.

- i. List the playwright's purpose of using ellipses (...) in
MRS PEARSON: [dubiously] I—keep dropping a hint...
- ii. Select the option that best describes Mrs. Pearson and Mrs. Fitzgerald in the extract.

- A. Mrs. Pearson: timid and gentle; Mrs. Fitzgerald: strong and sinister
- B. Mrs. Pearson: harsh; Mrs. Fitzgerald: domineering
- C. Mrs. Pearson: friendly; Mrs. Fitzgerald: condescending
- D. Mrs. Pearson: open minded; Mrs. Fitzgerald: charming

iii. Which of the following figures best summarises Mrs. Pearson's attitude.

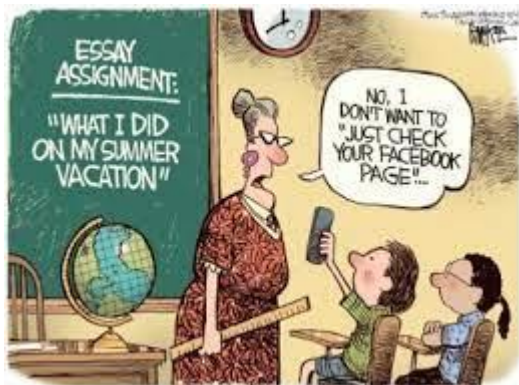


Figure 2



Figure 1



Figure 3



Figure 4

- A. Figure 1
- B. Figure 2
- C. Figure 3
- D. Figure 4

OR

‘Well, you knew my mother?’ I asked.

‘Have you come back?’ said the woman. ‘I thought that no one had come back.’

‘Only me.’

A door opened and closed in the passage behind her. A musty smell emerged.

‘I regret I cannot do anything for you.’

‘I’ve come here specially on the train. I wanted to talk to you for a moment.’

‘It is not convenient for me now,’ said the woman. ‘I can’t see you. Another time.’

She nodded and cautiously closed the door as though no one inside the house should be disturbed.

- i. The narrator went to Mrs. Dorling’s house to-----
 - A. talk to her mother once again
 - B. be friends with her again
 - C. look at her mother’s belongings
 - D. meet her daughter again
- ii. Pick out a word used in the extract to show that Mrs. Dorling’s house was unclean and malodoured?
- iii. Which of the options throw light on the character of Mrs. Dorling?
 - A. regretful and apologetic
 - B. benevolent and compassionate
 - C. friendly and helpful
 - D. rude and ill mannered

VII. Answer ANY TWO of the following in about 40-50 words each.

3*2=6

- i. How does the author bring out the divine beauty of his grandmother in The Portrait of a Lady?
- ii. What did the poet notice about independent thinking in the poem Childhood?
- iii. Gangadharpan began to appreciate the India he had seen. Why was it so?
- iv. How does the author use the description of nature to echo the unnatural happenings at King Tut’s tomb?

VIII. Answer ANY ONE of the following in about 40-50 words each.

3*1=3

- i. Practice and observation, not theoretical knowledge, helped Dr. Andrew Manson at the most crucial time. Justify.
- ii. “A suspicious man would believe his eyes instead of his heart” said John Byro. Why did he refuse to believe his eyes?

IX. Answer ANY ONE of the following in about 120-150 words.

1*6=6

- i. “One afternoon I sat pondering my options over a glass of tea in Darchen’s only cafe. After a little consideration, I concluded they were severely limited. Clearly I hadn’t made much progress with my self-help programme on positive thinking”. - Nick Middleton in ‘Silk Road’

“That evening, Mary and I sat together holding hands, as the motion of the ship brought more and more water in through the broken planks. We both felt the end was very near.” – Gordon Cook in ‘We’re not Afraid to Die If we are all together’

Imagine a conversation between Nick Middleton and Gordon Cook about their adventure and survival spirit. Create this exchange with reference to the two extracts given above.

- ii. “Archaeology has changed substantially in the intervening decades, focusing less on treasure and more on the fascinating details of life and intriguing mysteries of death. It also uses more sophisticated tools, including medical technology. In 1968, more than 40 years after Carter’s discovery, an anatomy professor X-rayed the mummy and revealed a startling fact: beneath the resin that cokes his chest, his breast-bone and front ribs are missing.” - Discovering Tut : The Saga Continues

“If I knew the answer I would solve a great problem. Unfortunately, there are many unsolved questions in science and this is one of them. But that does not stop me from guessing.” Rajendra smiled and proceeded, “You need some interaction to cause a transition. Perhaps, at the time of the collision you were thinking about the catastrophe theory and its role in wars. Maybe you were wondering about the Battle of Panipat. Perhaps, the neurons in your brain acted as a trigger.”

- The Adventure

The prose selections, Discovering Tut : The Saga Continues and The Adventure, bring out the importance of scientific approach in various areas of studies.

Imagine yourself to be a Scientist who has to address high school students. Write this address in 120 – 150 words elaborating on occurrences from the two texts to inspire your audience and to convince them about the importance of integrating science and technology to unravel the mysteries of past and present.

X. Answer ANY ONE of the following in about 120-150 words.

1*6=6

- i. On returning home, the nurse who assisted Dr. Andrew Manson writes her thoughts reflecting on how the doctor gave life to the apparently dead child. This experience has completely transformed her.

Imagine yourself to be the nurse and express these thoughts.

You may begin like this:

I can’t thank my stars enough for having provided me the opportunity to work with.....

- ii. In the poem ‘The Tale of Melon City’, the people seem to be fed up with the authoritative rule of king and prefer melon as it will have minimal interference in their daily life. Is the poem a political satire? Justify your answer.

KENDRIYA VIDYALAYA ERNAKULAM REGION

CLASS XI

ENGLISH (CORE)

Max Marks : 80

Time Allowed:

3hrs.

SAMPLE PAPER

Section A

Reading Skills

I. Read the passage given below.

10

Marks

1. Casey and Lacey Coulter operate Coulter Family Ranch in central Montana, while raising their children Garrett, Poppy, and Daisy on the place their family homesteaded in 1914. Over the past few years, the Coulters have adopted several conservation practices intended to revitalize soil health and grass production, increase water infiltration rates, and adapt their livestock to the land they operate on. In attempting to promote soil biology and reduce disturbance, they have incorporated cover crops, permanent grass plantings, winter grazing, and animal diversity into their operation. “We always strive to live by the three Ps: people, planet, and profit,” the Coulters said.

2. The Coulter family began these conservation practices as part of WWF’s Ranch Systems and Viability Planning Network (RSVP) program, which aims to provide a comprehensive support system for ranchers to develop sustainable grazing management plans. Ranchers receive on-the-ground technical support as well as access to continuing education. From workshops to webinars, program participants are learning how to make significant on-ranch changes. These changes are producing positive outcomes that include avoiding grassland conversion, improving carbon sequestration and storage, and improving ecological systems such as water infiltration and biodiversity, and land productivity.

3. With 57 ranches and nearly 530,000 acres of grassland, the RSVP program is over halfway to reaching its program goal to enroll 1 million acres in the Northern Great Plains by 2025. The program, which began in the fall of 2020, is supported by McDonald’s, Cargill, and the Wal-Mart Foundation, among others.

4. Water and forage are the two main inputs for a livestock operation, and both are in short supply in Montana thanks to a multi-year La Niña drought. With the support of the RSVP program, in 2021 the Coulters were able to complete the installation of a large stock water storage and delivery system. This system will dramatically increase their grazing flexibility and animal distribution, particularly important in dry years when more frequent cattle rotations are required to avoid damaging grass stocks.

5. And in 2021, they took a big leap by shifting away from the cow/calf model bringing over 300 Katahdin sheep to the ranch to better use the location's extensive sagebrush community. It is part of their ethics both as land stewards and business owners to ensure the ranch remains productive even during dry periods.

6. Ranchers aren't the only beneficiaries of the program. Grasslands are critical ecosystems that teem with life. In fact, more than half of all our planet's land is grass-dominated ecosystems, which is why WWF is working to protect these areas. The Northern Great Plains' grasslands are home to species like the pronghorn, chestnut collared longspur (an endangered songbird), American bumble bee, and sage grouse. They also support the livelihoods of Native nations and other rural and agricultural communities. The impact of this program can be seen across the land and all its inhabitants from people to plants and wildlife.

7. The program's success in this past year and a half is even more meaningful considering the numerous obstacles that have arisen since its inception. Ongoing disruptions and rising material costs from the COVID-19 pandemic, high inflation, economic impacts from the war in Ukraine, as well as historic drought in the Northern Great Plains region have made the work challenging for all involved. However, as participating ranchers and WWF staff would attest, the impact of the RSVP program will continue to last well beyond the current generation, making it worth the effort.

(Source:<https://www.thecattlesite.com/news/59199/why-ranchers-are-adopting-practices-to-protect-grasslands-with-wwf/>)

Based on your understanding of the passage, answer the questions given below.

i Complete the sentence by choosing the correct option.

1

A ranch is -----

- A. a farm exclusively for poultry
- B. a farm where fruit trees are grown
- C. a large farm where cattle and other animals are bred
- D. a flower farm

ii. Give one ethical practice adopted by the Coulter family .

1

iii. Mention some of the obstacles the RSVP programme had to tackle

1

iv. Select the option that is not correct as far as enhancing the efficiency of ranchers is concerned

1

- A. on- the-ground technical support
- B. continuing education
- C. workshops

D. avoiding grassland conversion

v. The three Ps stand for-----

1

vi. Which among the following helps to avoid damaging grass stock in dry years?

1

A. installing water storage systems

B. frequent cattle rotation.

C. improving carbon sequestration

D. increase water infiltration rates

vii. The Coulter family receives aid from -----

1

viii. According to para 3, ranch biodiversity is

1

A. declining

B. improving

C. stagnated

D. destroyed

ix. Choose the option that is closest in meaning to *forage*

1

A. a sticky substance

B. an aquatic animal

C. a plant material

D. a type of wild rose

x. Select the option that conveys the opposite of 'restricted' from words used in Para 5?

1

A. Productive

B. Extensive

C. Ethics

D. Leap

II. The story of Joanne Kathleen Rowling's near magical rise to fame is almost as well known as the characters she creates.

Rowling was constantly writing and telling stories to her younger sister Dianne. "The first story I ever wrote down was about a rabbit called Rabbit." Rowling said in an interview. "He got the measles and was visited by his friends including a giant bee called Miss Bee. And ever since Rabbit and Miss Bee, I have always wanted to be a writer, though I rarely told anyone so.

However, my parents, both of whom come from impoverished backgrounds and neither of whom had been to college, took the view that my overactive imagination was an amusing personal quirk that would never pay a mortgage or secure a pension.

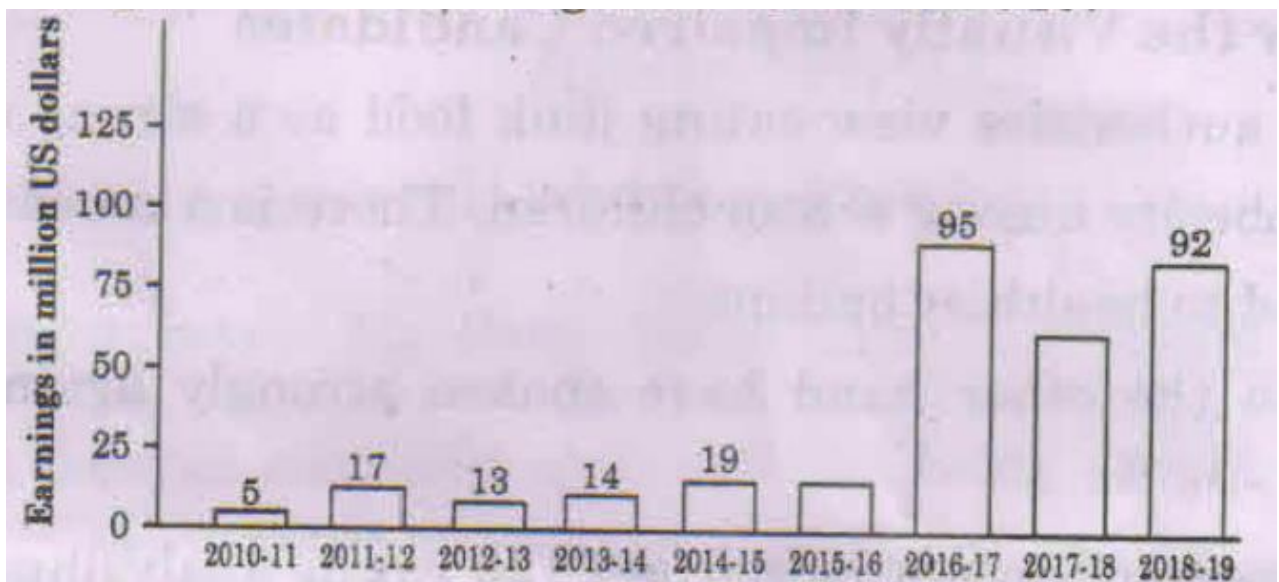
A writer from the age of six, with two unpublished novels in the drawer, she was stuck on a train when Harry walked into her mind fully formed. She spent the next five years constructing the plots of seven books, one for every year of his secondary school life.

Rowling says she started writing the first book, Harry’ Potter and the Sorcerer’s Stone, in Portugal, where she was teaching English.

At first nobody wanted to publish Harry Potter. She was told that plot was too complex. Refusing to compromise, she found a publisher. In 1997 Rowling received her first royalty cheque. By book three, she had sky rocketed to the top of the publishing world. A row of zeroes appeared on the author’s bank balance and her life was turned upside down. Day and night she had journalists knocking on the unanswered door of her flat.

Rowling’s quality control has become legendary, as her obsession with accuracy. She’s thrilled with Stephen Fry’s taped version of the books and outraged that an Italian dust jacket showed Harry minus his glasses. “Don’t they understand that the glasses are the clue to his vulnerability.”

Annual earnings of J.K. Rowling from 2010 to 2019



- i. Study the graph and choose the correct option to describe Rowling’s rise to fame 1
- A. Slow
 - B. Sluggish
 - C. Meteoric
 - D. Gradual

- ii. Rowling's parents didn't encourage her literary talent chiefly because of their 1
- A. lack of education
 - B. poverty
 - C. unawareness
 - D. conservative views

iii. What reason did the publishers give for rejecting Rowling's book? 1

(iv) Choose the correct option 1

Which among the following words suggests that Rowling found fame as a disadvantage

- A. Sky rocketed
- B. Unanswered
- C. Appeared
- D. received

(v) Rowling was outraged with the Italian dust jacket because----- 1

(vi) Find a word in the last para that is closest in meaning to 'insecure/helpless'. 1

- A. obsession
- B. accuracy
- C. vulnerability
- D. version

(vii) According to the graph, how many years did it take Rowling to become very successful? 1

(viii) Rowling's income during 2016-17 was----- 1

III. Read the passage given below and answer the questions that follow:

1. How can you best improve your English depends on where you live and particularly on whether or not you live in an English speaking community. If you hear English spoken everyday and mix freely with English speaking people, that is on the whole an advantage. On the other hand, it is often confusing to have the whole language poured over you at once. Ideally, a step-by-step course should accompany or lead up to this experience. It will also help a great deal if you can easily get the sort of English books in which you are interested.

2. To read a lot is essential. It is stupid not to venture outside the examination set book or the textbooks you have chosen for intensive study. Read as many books you find, with the idea of listing and learning as many new words as possible. Choose what is likely to interest you and be sure in advance that it is not too hard. You should not have to be constantly looking up new words here and there, but as a general policy, try to push ahead, guessing what words mean from the context. It is extensive and not intensive reading that normally helps you to get interested in extra-reading and thereby improve your English. You should enjoy the feeling with extensive reading gives of having some command of the language. As you read you will become more and more familiar with words and sentence patterns you already know, understanding them better as you meet them in more and more context some of which may differ slightly from others.

3. Some people say that we cannot learn or speak a language better with the help of a book. To believe this is to believe the spoken language and the written language are quite different things. This is not so. There is a very great deal of link between the two. In learning the patterns and vocabulary of the written from we are learning to a considerable extent those of the spoken from too. We are, in fact, learning the language and not merely one from of the language.

2.1 Make notes on the contents of the passage you have read. Use a format you consider suitable. Use abbreviations as necessary. Give a suitable title to the passage.

5

2.2 Make a summary of the above passage.

3

SECTION B

IV GRAMMAR

i. Fill in the blanks choosing the most appropriate option

(1x4=4)

He realized that his freedom (a) ----- (take) away from him. As a boy he was free (b)-
----- (run) to the fields and swim in the stream. He was not troubled as long as he obeyed
the laws and his parents. As a youth , again Mandela (c)----- (realize) that his freedom
had been taken away from him. With the advancement of age and experience, he(d) -----
----- (feel) that not only his freedom but also the freedom of everyone was curtailed.

- a) i. took ii have taken iii. Had been taken iv. Were taking

- | | | | |
|-------------------|------------------|--------------|---------------------|
| b) i. was running | ii. is run | iii. to run | iv. will be running |
| c) i. realized | ii. was realized | iii. realize | iv. to be realized |
| d) i. feels | ii. feeling | iii. felt | iv. is feeling |

ii. Rearrange the following sentences : **(1X3=3 Marks)**

- a) taught /repress/to/emotions/children/negative/are
- b) misunderstood/fear/prevents/love/being/of/them/from/expressing
- c).to/sports /man/definitely/ closer /brings/man

v. Creative Writing Skills

i. You are the Managing Director of Varun Enterprises, a leading garments export house. You need an accountant for your Meerut office. Draft an advertisement for the ‘Situation Vacant’ column of a national daily. **3**

OR

You are Dr. Madhu, looking for an independent house in Gaziabad on a reasonable rent for your residence –cum- clinic. Draft a suitable advertisement in not more than 50 words to be published in Hindustan Times, New Delhi.

3

ii. Design a poster to create awareness about the hazards of using plastics (upto 50 words). **3**

OR

You are making an effort to spread the message of communal harmony. Prepare a poster with catchy slogans to be displayed in the school premises.(upto 50 words). **3**

iii. A leading newspaper recently reported that, samples of drinking water collected from the municipal limits of the district were found to be contaminated and unfit for human consumption. You are Mehak/Mahesh. Write a speech on ‘Water- borne diseases---

A threat’ to be delivered on the occasion of ‘World Health Day’ in not more than 120-150 words. **5**

OR

Write a speech to be delivered in the morning assembly on the need to respect and preserve the cultural heritage of our country in not more than 120-150 words. **5**

.

iv. You are Manish/Manisha. You went to a circus famous for its extra ordinary animal shows. You saw people clapping and shouting with joy while applauding the tricks and feats performed by some of these wild animals. But you felt miserable to learn the cruel ways and methods used at the circus to make animals perform antics and dangerous feats. Prepare a debate for or against the topic “ Should animals be used in circus “ in 150-200 words . 5

OR

Studies abroad is the buzz word of the day. Many students now prefer to join foreign universities for their higher studies. Is this a welcome change. Write a debate either for or against the motion in 150-200 words . 5

SECTION C

VI

1. Attempt any one of the two extracts given. (3x1=3)

Eternal I rise impalpable out of the land and the
bottomless sea

Upward to heaven ,whence, vaguely form'd, altogether
changed, and yet the same

I descend to lave the droughts, atomies, dust-layers of
the globe,

And all that in them without me were seeds only, latent,

Unborn;

i. What does the expression *vaguely form'd* refer to ?

- A. formation of cloud
- B. the process of condensation
- C. the irregular shape and transparent appearance of the cloud
- D. cloud burst

ii. What is figure of speech used in the first line?

- A. Metaphor
- B. Personification
- C. Oxymoron

D. Simile

iii. "I descend to lave the droughts, atomies, dust-layers of the globe,". How does the earth look like when this happens ?

A. parched

B. barren

C. rejuvenated

D. infertile

OR

Then with eerie delicate whistle-chirrup whisperings

She launches away, towards the infinite

And the laburnum subsides to empty

i. Choose the option that has the same figure of speech as first line

A. Haste makes waste

B. A field full of flowers

C. Hope for the best, prepare for the worst

D. My thoughts are stars

ii Which option has meaning equivalent to 'subside'?

A. Escalate

B. Elevate

C. Abate

D. Aggravate

iii Choose the adjective that correctly describes the state of the tree after the goldfinch leaves

A. Thrilled and excited

B. Angry and aggressive

C. Sad and dejected

D. Hopeful and optimistic

ii .Attempt any one of the two extracts given. (3x1=3)

Gangadharant pressed home his advantage. "I had inadvertently slipped the *Bakhar* in my pocket as I left the library. I discovered my error when I was paying for my meal. I had intended to return it the next morning. But it seems that in the melee of Azad Maidan, the book was lost; only this torn-off page remained. And, luckily for me, the page contains vital evidence."

Rajendra again read the page. It described how Vishwsrao narrowly missed the bullet; and how that event, taken as an omen by the Maratha army, turned the tide in their favour.

i. Choose the correct option

The shift in fortune for the Maratha army can be explained on the basis of

- 1 . Quantum theory
 2. Catastrophy theory
- A. Both 1& 2
- B. only 1
- C. only 2
- D. Neither 1 nor 2

ii. The torn – off page was from the book-----

iii. What turned the tide in favour of the Maratha army ?

- A. Viswasarao’s narrow escape from the bullet
- B. The melee of Azad Maidan
- C. Copy of the Bakhar in Gangadharpant’s pocket
- D. The loss of the Bakhar in Azad Maidan

OR

When I went up to university, I was given a room of my own. The common link of friendship was snapped. My grandmother accepted her seclusion with resignation. She rarely left her spinning wheel to talk to anyone. From sunrise to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows.

i. *My grandmother accepted her seclusion with resignation.* This shows that she was

- A. Adamant
- B. Disappointed
- C. Strong
- D. Lonely

ii. How did grandmother handle her seclusion ?

- A. By constantly reciting prayer
- B. By spinning from sunrise to sunset
- C. By feeding the sparrows in the afternoon
- D. All the above

iii. Choose the most appropriate option:

When I went up to university, I was given a room of my own because as a teenager he needed

- A. privacy
- B. seclusion

- C. his own space
- D. secrecy

iii .Attempt any one of the two extracts given. (4x1=4)

GEORGE : I don't like surprises-I'am all for a steady going on—you ought to know that by this time.By the way, I forgot to tell you this morning I wouldn't want any tea. Special snooker match night at the club tonight-an' a bit of supper going. So no tea.

MRS PEARSON : That's all right. There isn't any.

i.In the given extract Mrs Pearson responded to her husband very-----

- A. respectfully
- B. fearfully
- C. politely
- D. curtly

ii.Choose the incorrect option with reference to the extract

- A. Mrs. Pearson is with Mrs. Fitzgerald' personality .
- B. George has a special snooker match at the night club
- C. George is very much concerned about his wife
- D. George didn't want any tea that evening

iii. Mrs. Pearson is a very----- wife (one word)

iv.Which among the following is apt for the given extract ?

- A. Goodness is mistaken for weakness
- B. Familiarity breeds contempt
- C. Charity begins at home
- D. Frailty , thy name is woman

OR

Afraid of being confronted with things that had belonged to a connection that no longer existed; which were hidden away in cupboards and boxes and waiting in vain until they were put back in their place again; which had endured all those years because they were 'things'.

i.The given extract is

- A. a comparison between objects and man
- B. a description of how well 'things' withstood the difficult times
- C. about the profound grief and trauma associated with post - war time
- D. a proof of how unemotional 'things' are

ii. Choose the options closest in meaning to *endure*

- A. live through

B. come across

C. look up to

D. look into

iii. The expression 'waiting in vain' means _____

iv. The things were hidden away in cupboards and boxes because

A. they were damaged

B. they were expensive

C. they were given to Mrs. Dorling

D. they were given for safe keeping

VII. Answer in about 40-50 words

(3x2=6)

i. Jonathan and Sue showed a maturity beyond their age. Give an instance from the story to justify this.

OR

Do you agree that staying positive during hard times will help us. Explain with reference to Nick Middleton's experience .

ii. Elizabeth Jennings deals with a universal theme in 'Father to Son'. Explain.

OR

Draw a parallel between the laburnum tree and a person in old age

VIII. . Answer in about 40-50 words

(3x1=3)

Give an instance to highlight irony used in the poem 'Tale of the Melon City'.

OR

Why do you think uncle Khosrove used to shout ?

IX. Answer in about 120-150 words .Any one.

(1x6=6)

Despite the perils hidden in an adventure people still find it exciting Elucidate with reference to the story 'We are not Afraid to Die if We can all Be Together'. How is this adventure different from what Gangadharpant experienced ?

OR

Death leaves a void too deep and huge to fill in. But man has the ability to cope with losses and move on in life. You are asked to deliver a speech in the morning assembly on this subject..Prepare your speech incorporating ideas from the poem 'A Photograph'.

X. Answer in about 120-150 words. Any one.(1x6=6)

War always brings death and destruction. It tears happy families apart leaving the victims in state of endless pain. Do you agree with this? Justify your answer with reference to the story 'The Address'

OR

Andrew's relentless effort brought the still born child back to life. He was filled with joy untold at its birth. Mrs. Fitzgerald too must have felt the same joy when she became instrumental in the 'rebirth' of Mrs. Pearson as a strong and independent woman. Imagine a conversation between Dr. Andrew and Mrs. Fitzgerald discussing how they rejoice after their success.